



SDU University
Faculty of Engineering and Natural Sciences

DIPLOMA PROJECT

Development of a Platform for Finding Internships for SDU Students

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6B06101 – “Information Systems”

Kaskelen, 2025



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«_____» 2025y.

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Abstract

InternGo is an online platform created specifically for SDU University students who need to find an internship in their specialty. The project helps simplify the search process by making it easy to create resumes, submit applications, and monitor the selection stages. One of the key differences of InternGo is the emphasis on cooperation with local companies, especially in the Almaty region. This gives students the opportunity to practice in Kazakhstan without resorting to foreign services. The development of the platform is based on modern web technologies and takes into account the educational and career needs of students. The project aims to boost the employability of graduates, build professional skills and enhance the connection between the industry and the university.

Аңдатпа

InternGo-был SDU университетінің студенттеріне арналған мамандығы мен тәжірибесіне байланысты индустриялдық және кәсіптік практиканы табуды жеңілдету мақсатында жасалған онлайн платформа. Бұл платформа студенттер мен жұмыс берушілер арасында тиімді байланыс орнатуга мүмкіндік береді: түйіндеңе қуру, бос орындарға өтінім беру, іріктеу кезеңдерін бақылау сияқты функциялар қарастырылған. InternGo әсіресе Алматы өніріндегі қазақстандық компаниялармен байланыс орнатып, студенттерге шетелдік сервистерді пайдаланбай-ақ, студенттерге өзекті тағылымдама мүмкіндіктеріне қол жеткізуге жол ашады. Жоба заманауи веб-технологияларға негізделіп, студенттердің білім беру және кәсіби даму қажеттіліктерін ескере отырып жасалған. InternGo-ның басты мақсаты — бітіруші студенттердің жұмысқа орналасу мүмкіндігін арттыру, кәсіби дағдыларын дамыту және университет пен өндіріс арасындағы байланысты нығайту.

Аннотация

InternGo - это онлайн-платформа, предназначенная для студентов университета SDU, чтобы упростить поиск стажировок, соответствующих их специальности и уровню подготовки. Платформа предоставляет удобный интерфейс для взаимодействия студентов и работодателей, позволяет создавать и редактировать резюме, откликаться на вакансии и отслеживать этапы отбора. InternGo ориентирован на местные компании и организации в Казахстане, особенно в Алматинской области, предоставляя доступ к соответствующим возможностям стажировки без необходимости использовать зарубежные сервисы. Разработка платформы основана на современных веб-технологиях и учитывает образовательные и карьерные потребности студентов. Проект направлен на повышение возможностей трудоустройства выпускников, развитие профессиональных навыков и укрепление связи между университетом и промышленностью.

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Chapter 1

Introduction

In recent years, the value of practical experience in higher education has increased significantly, and internships are now an important part of a student's academic journey. They serve as an important link between theory in the classroom and practical application in professional activities. Internships provide students with an invaluable opportunity to explore their chosen field, establish professional connections, develop key competencies, and increase their chances of getting a job after graduation.

Internships are officially included in the academic program of SDU University, and special attention is paid to how they help students build their careers. However, for many SDU students, the process of finding a decent and excellent internship is still extremely difficult. Students are often forced to rely on external resources such as social media, public employment platforms, or personal contacts, in the absence of an official university-approved system that connects them to relevant internship opportunities. Because they usually offer opportunities that do not meet the academic requirements of students or that lack proper quality control and assurance, these approaches are not always reliable or effective.

This project involves the creation of a specialized platform to assist SDU students in finding internships that match their academic programs and career interests in order to address these challenges. The proposed platform will facilitate direct communication between students and business representatives, speed up the internship search process, and allow the university to actively monitor the quality of internships and compliance with academic standards.

This project explores the creation, architecture, functions, user interface, and overall impact of such a platform on expanding SDU students' access to internships. The goal is to offer an acceptable solution that will not only fill in the existing gaps in the internship procedure, but also help achieve the university's goal of preparing students for a smooth transition to work.

1.1 Problem Background

In the educational program, internships have become one of the main parts of the student's academic journey, serving as a link between theory and practice. For a student, internships provide a good startup for further development of professional competence and networking, which significantly affect future employment. Universities around the world have recognized the value of internships not only as a means of preparing for a career, but also as a vital component of education. Internships in this context are no longer optional—they are necessary for every student.

Despite the growing importance of internships in higher education, students at SDU University face serious difficulties in accessing relevant and university-coordinated internship opportunities. Currently, there is no official platform that would connect students with companies that can mutually benefit by offering places for students to complete internships. Students

have to rely on external information about job advertisements, social media groups, personal contacts, or common employment platforms such as hh.kz, LinkedIn, or Glassdoor. Despite the fact that these platforms provide broad access to job listings, they do not take into account the specific academic, developmental needs specifically for university students in terms of gaining practical experience. In many cases, available internship positions require prior professional experience, do not meet the university's internship requirements, and may not have adequate quality assurance.

The lack of a centralized system approved by the university itself creates a number of interrelated problems in terms of studies and academic performance. First, students face limited access to proven and relevant internship opportunities, especially those that match their specialty or academic schedule. Secondly, the interaction of an unverified employer and a student can make it difficult for companies to provide proper internship experience. Finally, the university itself has minimal involvement in guiding students through the process, quality control of internships, or ensuring compliance with academic standards.

These structural gaps create challenges for students, limiting their chances of obtaining meaningful internships that promote both academic progress and professional readiness. As a result, many students enter the labor market without practical experience, workplace skills, and familiarity with the industry environment—all of which are crucial for employment in the growing global labor market.

Given this context, the development of a special internship search platform, adaptive to the academic system of the university and linking students and the company, is not just a solution, but a necessity. Such a platform would not only help students complete internships, but also promote university engagement and quality control. Solving these problems in the future will help students better prepare for professional success after graduation.

1.2 Aims and Objectives

Aim:

The main goal of this project is the creation of a centralized platform for searching and managing internships called InternGo which is intended for SDU University. This platform will connect students with companies through verified internship opportunities that match academic standards while keeping the university involved in quality assurance and coordination.

Objectives:

- This project aims to determine the existing problems that SDU students encounter when seeking internships which match their academic fields of study.
- A digital platform will be created to let students browse and apply to university-endorsed internship opportunities through an easy-to-use interface.
- The platform will contain a verified database of organizations which want to work with SDU to place students in internships.
- The university dashboard enables faculty members or career office staff to oversee internship activities through quality control checks and academic alignment assessments
- Students will receive customized job recommendations through filtering and matching algorithms which take into account their academic history and professional objectives and personal interests.

- A built-in resume (CV) builder exists within the system to assist students in making professional resumes that reflect their academic accomplishments and career targets.
- The project aims to establish strategic partnerships between SDU and different companies across industries to increase internship availability for students.

Chapter 2

Literature Review

2.1 Analysis of Previous Work

In a literature review of the development of an internship website, it is important to consider both the technological solutions and the educational and career value of the internships themselves. One key source is *The Educational Importance of Internships* [1], based on a large-scale study of over 15,000 students at a UK university. Analysis of the data showed that completing an internship had a positive impact on academic outcomes: students who completed an internship achieved, on average, 3.4% higher final grades and were more likely to achieve a higher degree classification. The effects were robust across gender, ethnicity, and previous academic achievement. Most importantly, the impact of internships remained even after accounting for differences between courses of study, suggesting that the benefits of such programs are universal. Internships were also effective regardless of whether the student had the option to choose between programs with and without an internship. In contrast, replacing the internship with academic mobility did not lead to the same positive results, which highlights the uniqueness of professional experience compared to the educational environment. The study raises an important question about what psychological and motivational mechanisms underlie these effects and suggests considering internships as an integral part of the educational process.

In addition to empirical data, the idea of the value of internships is expanded in the work *The Importance of Internships* [12] by Marcin Majka. This text emphasizes that internships contribute to the development of both technical and social skills. Students learn to apply theoretical knowledge in a practical context, gain experience in teamwork, time management, business communication and solving real-life problems. An important element is also the formation of professional networks and exploration of career preferences, which helps students consciously choose development directions. The author specifically notes the growing competition for internships and offers strategies to improve your chances of getting a place, including developing a strong resume, networking, and considering alternative forms of experience such as micro-internships, volunteering, or freelancing.

The work of Ma'Shum Abdul Jabbar et al. [11] presents an example of creating a university internship portal using the design thinking methodology. The project is focused on deeply understanding user needs and implementing features that meet the needs of students, graduates, and employers. Among the implemented features are online resume creation, selection stage tracking, automated interviews, and others. The results of testing conducted using the User Experience Questionnaire (UEQ) confirmed a high level of user satisfaction, which emphasizes the effectiveness of a user-centered approach.

A study conducted at the University of Malaya [9] focused on creating a job portal integrated into the educational system of the Faculty of Computer Science. The project is based on the WISDM methodology and emphasizes the importance of knowledge sharing between

students and the industry. The authors emphasize that the portal should not only facilitate employment, but also be part of the educational infrastructure adapted to the requirements of the modern labor market. Student surveys were used as a data source, revealing a deficit of career information in existing systems, which formed the basis for designing the new portal.

In the technical aspect, the topic is covered by Kopuri et al. [8] in the work *Online Job Portal Management System*, where the architecture and functionality of the platform for finding a job and internships is described in detail. The portal is implemented using PHP, MySQL and HTML5 and includes modules for job seekers, employers and administrators. Particular attention is paid to issues of security, scalability, user-friendliness of the interface and testing of the system. The authors consider the life cycle of development and implementation, as well as aspects of adaptive support and updating of functionality.

Taken together, all this papers highlight the inextricable link between internships and students' career, academic, and personal development. The technological implementation of such platforms should take into account not only the functional capabilities, but also the educational value of internships as a form of immersion in a professional environment.

2.2 Key Concepts, Theories and Studies

The main concept that unites all five papers is the importance of internships as a tool for students' professional, academic and personal development. *The Educational Importance of Internships* [1] highlights that internships have a significant positive impact on academic performance, including final grades and degree classification. This is confirmed by longitudinal data on over 15,000 students in the UK, using a two-level multilevel analysis that takes into account both individual and course differences.

In addition, *The Importance of Internships* [12] provides a theoretical framework, focusing on the application of academic knowledge in a professional environment and the development of both "hard" (technical) and "soft" (interpersonal and organizational) skills. The author also emphasizes the value of networking, career guidance and alternative forms of professional experience (micro-internships, remote work, volunteering, etc.).

In terms of practical implementation, the work [11] describes the creation of an internship search portal using design thinking, a methodology focused on empathy and iterative development. In [9], a systems approach based on WISDM is presented, emphasizing the need to integrate portals into the educational and career infrastructure of universities. In [8], the focus is on the technical aspects of developing such systems, focusing on scalability, security, user interface, and structural architecture.

2.3 Key Debates and Controversies

Among the key issues discussed is the role of internships in shaping academic performance. Before *The Educational Importance of Internships* [1], most studies considered internships solely as a career asset, whereas this study also demonstrated their impact on academic performance. However, the question remains: is the internship effect really related to work experience or is it a result of self-selection of more motivated students?

Equality of access to internships is also discussed. Although [1] did not reveal significant differences in the effect of internships between privileged and disadvantaged groups of students, a number of theoretical studies (including those mentioned in the text) suggest that barriers to perception (e.g. financial or cultural) can affect participation and performance.

The technological aspect provokes discussions between agile approaches to development (design thinking in [11]) and structured ones (WISDM in [9]). A separate topic of discussion

is the question of whether digital solutions can effectively replace or complement in-person internships, especially given the trend towards remote and micro-internships described in [12].

2.4 Gaps in Existing Knowledge

1. Limited geographical coverage. All empirical data (in particular, in [1]) are based on one UK university. There is practically no data on the CIS (Commonwealth of Independent States) countries, which made our task difficult.
2. Limited attention to informal and alternative forms of experience. Although [12] mentions freelancing, volunteering and micro-internships as alternatives, there is no systematic empirical analysis of their impact on career and academic trajectory.
3. Insufficient integration of digital solutions and real-world experience. Works [11]–[8] describe portals as tools for accessing internships, but it remains unclear how exactly digital infrastructure can facilitate not only the search but also the quality support and assessment of internships.

2.5 Analyzing Alternative Applications

To understand the current state of digital solutions in the field of internships and student employment in Kazakhstan, the most used applications and platforms were analyzed: hh.kz, LinkedIn, Enbek.kz, Rabotanur.kz, and Jumys.bar. They represent different approaches to job search - from international networking to government initiatives and local solutions.

Table 2.1: Key features of popular applications in Kazakhstan:

| Function | hh.kz | LinkedIn | Enbek.kz | Rabotanur.kz | Jumys.bar |
|---------------------------------|-----------|-----------|----------|--------------|-----------|
| Creating a personal profile | Yes | Yes | Yes | Yes | Partially |
| Categorization of internships | Partially | No | No | Yes | No |
| Feedback and rating system | No | Partially | No | No | No |
| Creating CV | Yes | No | Yes | Partially | Partially |
| Focus on students and graduates | Partially | No | No | Yes | Yes |

- **hh.kz** is the largest employment platform in Kazakhstan, includes a convenient resume builder and an internship database, but does not focus on the student audience. [7]
- **LinkedIn** is an international professional network with a powerful profile system, but without a built-in resume builder and with limited localization for Kazakhstan. [10]
- **Enbek.kz** is a state platform with the ability to create a resume, but the interface is not intuitive for young users and there is no filtering of internships. [17]
- **Rabotanur.kz** is a local service aimed at young people, partially implements resume creation, but the functionality is limited. [20]

- **Jumys.bar** is a modern project with a focus on students and graduates, but the functions of creating a resume and managing responses are still in development or partially implemented. [15]

Chapter 3

Design and Methodology

3.1 Methodology

This thesis is devoted to the development of the **InternGo** web platform, the main purpose of which is to assist SDU students in finding internships, as well as to create a convenient system of interaction between students and potential employers. The research methodology is based on an engineering and technical approach with an emphasis on practical implementation and solving real-world user problems.

3.1.1 The Development Process

Our project in GitHub [4]: <https://github.com/inkaraaaaa/Diploma>

This allowed for a well-structured approach to the tasks carried out throughout the learning process during the semester. Together with the team, we discussed our individual strengths and abilities, which helped us determine who was best suited for each role. We then distributed responsibilities in the following manner:

- Ayana Bakytzhanova - 210103190@stu.sdu.edu.kz, UI/UX Designer
- Altyngul Kabdygaliyeva - 210103454@stu.sdu.edu.kz, Frontend Developer
- Ingkar Koilbay - 210103155@stu.sdu.edu.kz, Project Manager
- Assem Nagmetova - 210103106@stu.sdu.edu.kz, Backend Developer

3.1.2 Stages of platform analysis and development

At the initial stage, preliminary analytical work was carried out: existing solutions in this area, such as LinkedIn [10], HeadHunter [7] and others, were studied in order to identify their strengths and weaknesses. This market research revealed gaps in functionality, user experience, and localization that InternGo could address.

At the same time, a student survey was conducted to understand the main difficulties students face when looking for internships. The results of this survey played a crucial role in determining the functional requirements for the system. Based on the students' responses, the key functions were identified:

- Internship listings with the ability to filter
- Resume creation and profile management
- Feedback system

- Sections for events and announcements
- Frequently Asked Questions (FAQ)
- Administrative panel for content management

After the analysis stage, a prototype interface was created using Figma [3], in which special attention was paid to ease of navigation, accessibility and modern principles of user interface design.

Technologies used:

- Server side: Python3 (Django) [2]
- Database: PostgreSQL [19]
- Interface: HTML [14], CSS [13], JavaScript [15]
- Development Tools: Visual Studio Code [16], Git and GitHub [4]

The platform was developed using an incremental approach with elements of Agile methodology, enabling the team to flexibly adapt to evolving requirements and achieve step-by-step project advancement. Each functional module (such as internship listings, resume builder, event posters) was developed independently and subjected to manual testing at every stage, with a focus on:

- Functional correctness
- Intuitive user interface
- System stability and performance

The system architecture was designed using the Unified Modeling Language (UML)A.4 for component structuring and ER modelingA.5 for logical database design.

Asynchronous server request processing was handled via the ASGI interface, ensuring scalable and responsive performance.

Team collaboration was organized via Notion [18] for task planning and tracking, and Google Meet [6] for regular sprint meetings. After each sprint, demo sessions were held where the project manager evaluated completed functionalities, provided feedback, and recommended improvements. This iterative workflow helped promptly identify shortcomings, adjust the development trajectory, and maintain a high level of team engagement.

Version control and collaborative development were managed using GitHub [4], while Figma [3] was extensively used for prototyping user interfaces and designing the platform's visual elements.

3.1.3 Data Collection Methodology

To ensure that the platform's functions meet the needs of students, empirical data was collected using a structured Google Forms [5] survey. The target audience consisted of current SDU University students with different levels of education and faculties.

Development and Dissemination of Survey Results

The survey included both closed and open-ended questions aimed at collecting information about:

- Educational level and teaching staff
- Previous internship experience
- Preferences (online, offline, hybrid)
- The main difficulties in finding internships
- Common sources of information
- The perceived role of the university
- Suggestions for improvement

The questionnaire was sent out by e-mail, Telegram and social media, which made it possible to reach a wide range of participants. The answers were automatically saved in Google Sheets, which made it possible to efficiently analyze and visualize the data.

Results and Observations

A total of 40 students took part in the survey. The main conclusions:

- 62.5% of students indicated that most companies require work experience, which makes it difficult to get an internship for the first time.
- 55% were not sure where to look for internships.
- 52.5% noted the general lack of available internship opportunities.
- 37.5% reported either a lack of responses from companies, or that the terms of the internship contradict the curricula.

As for the sources of information:

- 85% of respondents relied on external platforms to find work (for example, hh.kz, LinkedIn).
- Only 20% reported that they had received useful support or information about internships from the university.

These findings highlighted the critical gap between student needs and institutional support, highlighting the importance of developing a centralized student-centered platform.

Figures 3.1 and 3.2. show the most common difficulties and sources of information about internships.

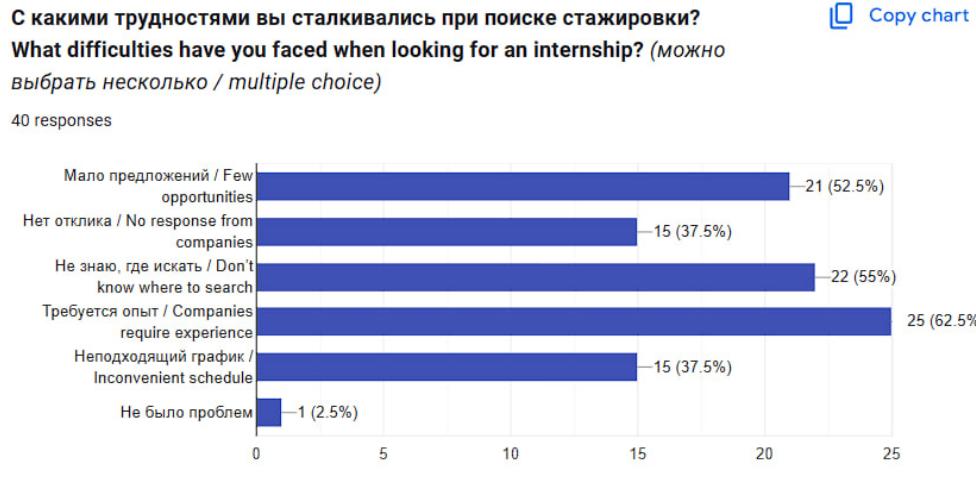


Figure 3.1: Difficulties faced when looking for an internship

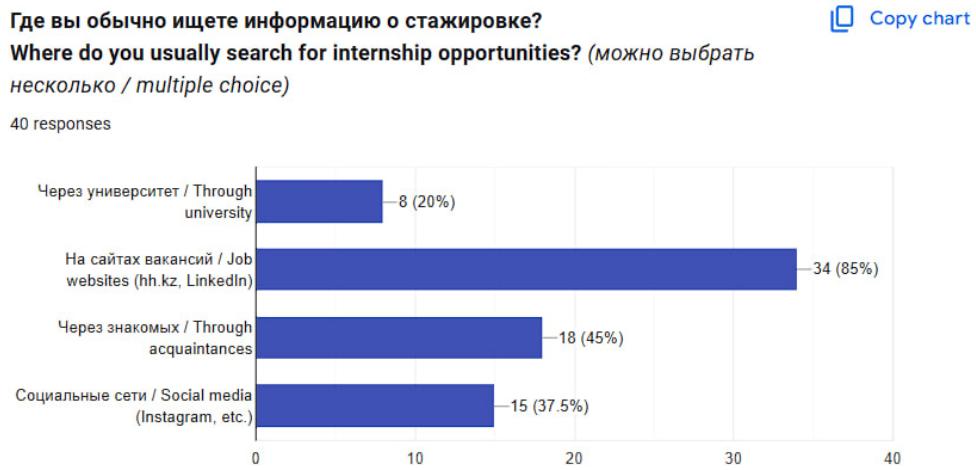


Figure 3.2: Sources of internship information used by students

3.1.4 Impact on System Design

The survey results had a direct impact on the architecture and functions of the InternGo platform. In particular, the platform was designed to:

- Serve as a centralized hub for posting internship announcements
- Enable filterable categories and search functions
- Offer resume writing tools tailored for students
- Provide a section with event posters and university announcements
- Include a frequently asked questions section that addresses typical student issues
- Provide administrative management by supervisors and teachers

Combining technical developments with user-oriented design principles and factual student feedback, the project is closely linked to the real-world challenges faced by SDU students in the internship search process.

3.1.5 Interview results: real stories of students

For a deeper understanding of the current situation with internships, the real stories of two students from Kazakhstani universities were examined. These cases reflect different approaches to the organization of practice — independent search and provision of a place by the university — and help identify the strengths and weaknesses of the existing system.

Case 1:

Nurym — independent search and early employment

Nurym is a 4th year student. At his university, the internship system is designed in such a way that students initially need to independently look for an internship. The university is involved in this process only in extreme cases, for example, if a student cannot find a suitable organization for a long time. Nurim took the initiative and found a company that matched his professional interests. He successfully completed his internship, after which he received a job offer and began his career before graduation.

"At our university, no one gives anything — they say, "Look for yourself." Only if the student has not found anything at all, then they begin to help. I found it myself, and I was lucky — I stayed to work, and now I already have seniority." — Well.

This approach requires students to be independent and proactive, but if successfully implemented, it can provide an early career start and practical experience.

Case 2:

Internship from university and delayed career path

Moldir graduated from the university two years ago. During her studies, she did not look for an internship on her own — the university itself provided her with an internship organization. Her experience proved useful: she acquired real skills and received positive feedback. The company offered her to stay after graduation, but Moldir refused, hoping for more promising offers. As a result, the job search dragged on, and she managed to get a job only two years after graduating from university.

"The university chose the place for me, and the practice was good. I was even offered to stay, but I refused. And then I couldn't find a job for a long time — I just got a job in my specialty." — Moldir

The main conclusions

- An independent internship search can give a student more control and a chance to find employment during their studies, but it requires initiative and some preparation.
- University support in the form of automatic internship appointments ensures a minimum level of engagement, but does not always lead to long-term employment.
- In both cases, there is no universal system of support and career development, which creates inequality of opportunities and fragmentation of processes.
- The creation of a single digital internship platform, which involves the university, students and employers, would increase the efficiency, transparency and effectiveness of internships.

3.2 Design

As we already mentioned, user interface design was one of the key stages in the evolution of the portal. Figma was chosen for this purpose since its wide-ranging capabilities for responsive

design, visual prototyping, and teamwork greatly simplified the work. It's a contemporary cloud offering. Every UX/UI design idea was taken into account during interface development to ensure best user convenience, clarity and logic. Part of the design process is defining the structure of screens and user scenarios, developing a visual style, creating an interactive prototype, testing and later improvement depending on the outcomes comprised part of the process. As such, the Figma prototype turned into the basis for interface design and guaranteed a harmonic mix of visual appeal and functionality.

3.2.1 User Persona

At this stage, user personalities were developed that reflect the key target audiences of the product. Each persona includes demographic characteristics, goals, motivations, and pain points. This way, we can better understand the needs of our users and adapt the user interface to their expectations.

The key personas I was targeting:

- **A 2-4 year student looking for his first internship to complete his portfolio**
 - **Demographics:** Early career student, typically 18-22 years old, enrolled in a bachelor's program.
 - **Goals:** Gain practical experience to complement academic learning, build a professional portfolio.
 - **Motivations:** Develop relevant skills, enhance employability, receive mentoring from professionals.
 - **Pain Points:** Lack of professional experience, uncertainty about where to look for internships, difficulty finding opportunities that match their skills.
- **A final-year student actively seeking an internship for post-graduation employment opportunities**
 - **Demographics:** Senior student, 22-24 years old, final year of university.
 - **Goals:** Secure a meaningful internship that may lead to full-time employment post-graduation.
 - **Motivations:** Transition from academic life to professional work, gain relevant experience in their field, start building a career.
 - **Pain Points:** Limited job offers, competition with other students, difficulty finding internships in their desired field.
- **A recent graduate looking for an internship or job to kickstart their career**
 - **Demographics:** Recent graduate, typically aged 22-25, looking for their first full-time job or internship.
 - **Goals:** Transition from university to professional work, build a career in a competitive job market.
 - **Motivations:** Find opportunities that match their field of study, prove themselves in the workforce.
 - **Pain Points:** The job market can be overwhelming, difficulty finding entry-level positions, lack of professional networks.
- **An employer or company recruiter looking for motivated interns**

- **Demographics:** HR professionals, hiring managers, or recruitment agencies, typically 30-45 years old.
- **Goals:** Find skilled interns to contribute to the company's short-term and long-term growth.
- **Motivations:** Hire interns who have the potential to become full-time employees, bring fresh ideas and diverse perspectives to the company.
- **Pain Points:** Sorting through a large number of applicants, finding suitable candidates who align with company needs, ensuring a smooth internship program.

- **A university faculty member or internship coordinator supporting students**

- **Demographics:** Professors, advisors, or coordinators, typically 30-50 years old, involved in student career development.
- **Goals:** Facilitate internship opportunities for students, guide students in finding suitable internships, maintain relationships with employers.
- **Motivations:** Help students transition into the workforce, improve university's career services, strengthen industry ties.
- **Pain Points:** Difficulty coordinating between students and employers, lack of updated information on internship opportunities, managing multiple students' needs.

By developing these personas, we gain deeper insights into the varied needs of our users, allowing us to create a platform that addresses their unique goals and challenges. This understanding also guides the design process, ensuring that the interface is intuitive, accessible, and functional for all user groups.



NURAIYM

• 20 years old
 • Almaty
 • Front-End Developer
 • Junior Level

InternGo

| DESCRIPTION | TECHNOLOGY USAGE |
|--|--|
| <p>Nuraiym Abil is a 4th-year student at SDU University. Originally from Atyrau, she moved to Almaty for her studies. Nuraiym is actively pursuing a career in IT, particularly in web development, and is looking for an internship to apply her knowledge in practice and prepare for a future role at an international company.</p> | <ul style="list-style-type: none"> Uses mobile for most daily tasks (Telegram, Google Calendar, Notion) Searches internships via university channels, LinkedIn, and word of mouth Regularly checks university portals, but finds them not user-friendly |
| GOALS | FRUSTRATIONS |
| <ul style="list-style-type: none"> Find a summer internship related to front-end or software development Gain real-world project experience before graduation Build a strong portfolio and LinkedIn profile Network with companies for potential full-time roles | <ul style="list-style-type: none"> Difficulty finding verified internship listings relevant to her major Lack of guidance on resume writing or preparing for interviews Overwhelmed by scattered information across multiple platforms |
| NEEDS | HABITS |
| <ul style="list-style-type: none"> Filtered internship listings by field (e.g., CS, Business, Design) Easy-to-use dashboard to track application progress Tools for CV/resume building and interview tips Notification system for new opportunities and deadlines Possibly a chat feature to ask mentors or alumni for advice | <ul style="list-style-type: none"> Regularly checks hh.kz for internship and job opportunities Updates her resume every semester after completing new projects Studies frontend technologies through online courses in her free time |

Figure 3.3: User Persona for InternGo

3.2.2 Product User Flow

The user's path has been carefully thought out — from the moment of registration to the last step - receiving an internship invitation. The main goal was for the platform to remain intuitive and not overload the student, but instead to support focused and efficient navigation towards his goal. Each stage was logically structured so that the user could easily navigate the process. **Key stages:**

- Quick registration with authorization by e-mail from the university or in a Google account;
- Choosing a preferred field or category (e.g. marketing, design, information technology);
- View relevant internship announcements.;
- Get access to detailed information about each internship and send a simple reply.

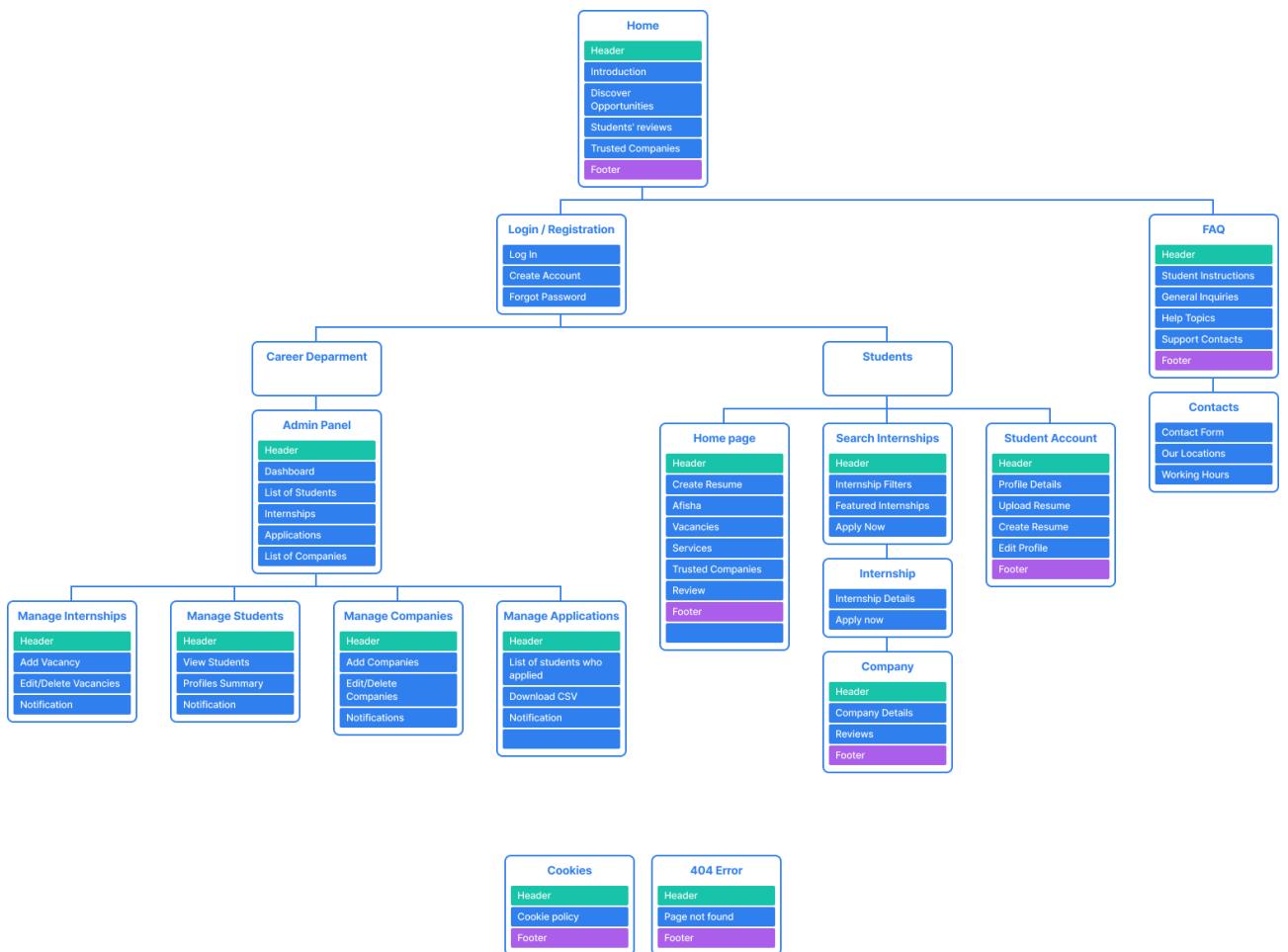


Figure 3.4: User Flow

3.2.3 Low-fidelity prototype

In the early stages of the platform's design, a low-fidelity prototype was created — a simplified diagram reflecting the key interface elements and the basic structure of user interaction with the system. This type of prototype is used for preliminary analysis of the user experience without focusing on visual details. **Low-fidelity prototyping allows:**

- Quickly test the interface concept;

- Identify logical inconsistencies and potential difficulties in navigation;
- Perform the initial validation of the user script;
- Timely abandon inefficient solutions and adapt the product structure.

This stage is an integral part of the design thinking process and lays the foundation for the subsequent creation of high fidelity prototypes and the final version of the interface.(see Appendix A,A.6)

3.2.4 System Design

During the development of the platform's visual system, special attention was paid to the choice of color palette and typography, as they directly affect user perception, user-friendliness and emotional perception of the product.

Color

The psychology of color surrounds us with a visual language, subtly influencing the subconscious and emotions of website visitors. Each shade tells its own story — whether it's calming blue tones that evoke confidence and professionalism or a bright and innocent white that radiates lightness, freshness, and perfection. InternGo is a platform for young students seeking personal growth and career opportunities. Its color system reflects their energy, motivation, and progressive thinking.

The InternGo color palette is built on Google's Material Design 3 system, creating a strong visual identity for the platform. This consistent palette enhances brand recognition through color associations and includes the following categories:

Core Accent Colors

These colors are used to highlight interface elements — buttons, links, toggles, etc. They define the visual style of the brand.

- **Primary (purple):** The foundational color of InternGo, chosen for its associations with creativity, technology, and youthful energy.
- **Secondary (grey-purple):** Helps establish visual hierarchy and separates primary from secondary content.
- **Tertiary (pinkish-brown):** An additional accent that brings lightness and freshness. Used in illustrations, backgrounds, and decorative elements.
- **Error (vivid red):** Used for alerts and warnings, drawing attention to critical elements.

Containers

Containers are background colors for buttons, cards, and other UI elements.

- **Primary Container:** Background for primary buttons.
- **On Primary Container:** Color of text and icons displayed on top of the container.

They attract attention and improve contrast for a clearer user interface.

Surface Colors

Surface colors are used for backgrounds and low-emphasis interface areas such as pages, sections, cards, and modals.

- **Surface:** Main interface background.
- **Surface Container Low, Surface Bright, Surface Dim, etc.:** Brightness and depth variations that create visual hierarchy.

“On” Colors (Text and Icons on Backgrounds)

“On” colors define the color of content placed on top of other colors.

- **On Primary:** Text/icons on Primary background.
- **On Secondary Container:** Text on the secondary container background.

This ensures sufficient contrast and accessibility, especially for users with visual impairments.

Variants

Colors ending with "Variant" indicate a less emphasized version of their base pair.

- **Outline:** Used for borders.
- **Outline Variant:** A more subtle border color.

Additional Elements

- **Outline / Outline Variant:** Used for borders, dividers, and card outlines.

Why It Matters for InternGo:

InternGo is designed for students who value a clean, intuitive, and inspiring interface. The color system:

- Aids navigation through hierarchy and contrast.
- Supports emotional engagement — vibrant accents symbolize progress and success.
- Ensures accessibility for all user categories (including dark mode and users with visual impairments).
- Maintains adaptability — the website works well on smartphones, tablets, and desktops.

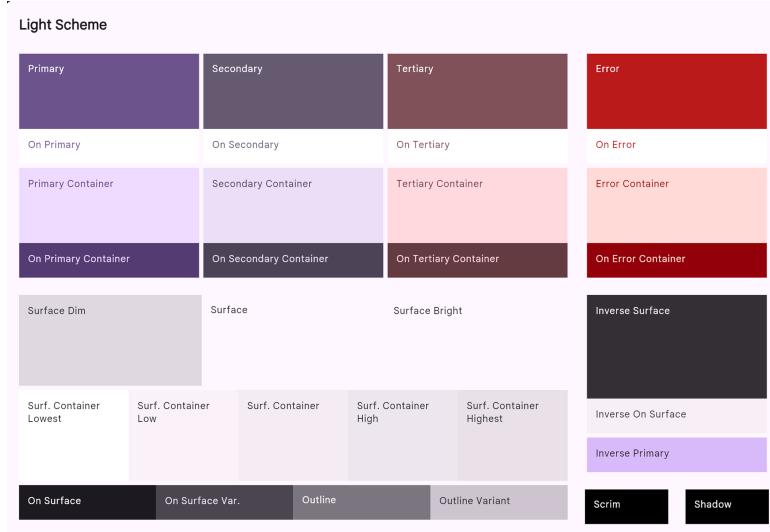


Figure 3.5: Color

Typography

The platform's typography is based on the **Poppins** font, a modern geometric grotesque design that is highly readable, easy to visually perceive, and relevant to digital products. Various Gilroy fonts, including bold, are used to highlight key actions and navigation elements.

The font system has been adapted for desktop computers and mobile devices:

- **Desktop headers:** from 48 pixels (Header 1) to 20 pixels (Header 5);
- **Mobile headers:** from 36 pixels (Header 1) to 20 pixels (Header 4);
- **Main text:** four gradations — 18 pixels (large), 16 pixels (basic), 14 pixels (small), 12 pixels (very small).

The typographic grid is based on a modular scale, and each text style is accompanied by precise line spacing and indentation parameters. This provides structure, readability, and user-friendliness on any device.

3.2.5 High-Fidelity Prototype

At this stage, a full-fledged interactive prototype of the service has been developed, focused on helping students find internships. The Figma platform [3] was used to create the design, which proved to be a convenient, fast, and affordable tool for teamwork. It allowed us not only to create interface layouts, but also to build the logic of transitions between screens.

The prototype includes the following pages (see Appendix A,A.7):

- Main Home Page (A18);
- Home-after Page (A19);
- Sign-in Page (A20), Sign-Up Page (A21), Reset Password Page (A22);
- User Profile Page (A23);
- Afisha Page (A24);
- Vacancies Page (A25);

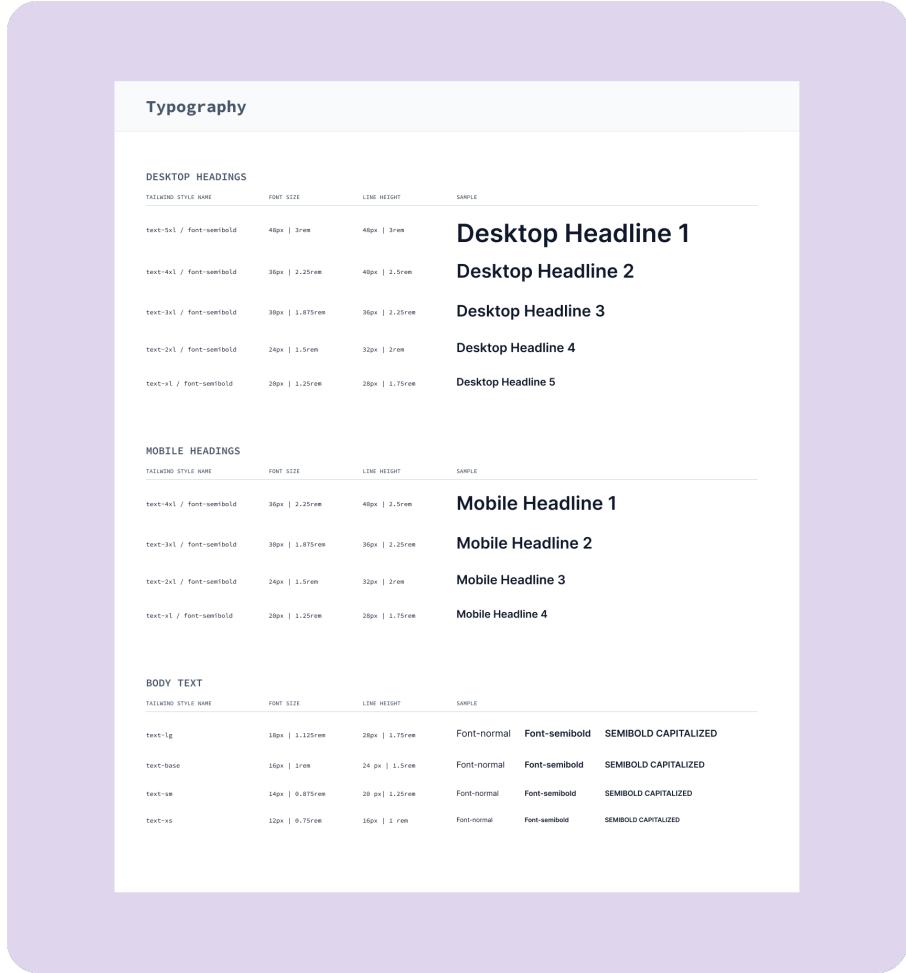


Figure 3.6: Typography

- Company Page (A26);
- FAQ Page (A27);
- Create Resume Page (A28);
- Onboarding Page (A29);
- Job Detail Page (A30);

Using Figma allowed the entire team to work on the project simultaneously, discuss, and make changes in real time. This significantly accelerated the process and helped to create a realistic interface as close as possible to the real product. The prototype was also useful for internal testing to understand how convenient and understandable the interaction with the pages would be for future student users.

3.2.6 Ui Kit

The project included a complete UI Kit that includes basic user interface elements. This is a single visual language of the product, which ensures the integrity of the design and accelerates development. The kit includes buttons of all basic types and states (primary, secondary, hover, disabled), forms with adapted input fields, radio buttons, checkboxes, and drop-down lists. Reusable components are also implemented: badges, labels, tags and icons corresponding to the corporate identity. Navigation elements include a header, tabs, breadcrumbs, and a sidebar

- all adaptive and tested for usability. Additionally, content display cards have been developed
- universal blocks suitable for various tasks, from products to profiles. All elements of the UI Kit are based on approved colors and typography, fixed in the design system, which ensures uniformity and flexibility throughout the interface.

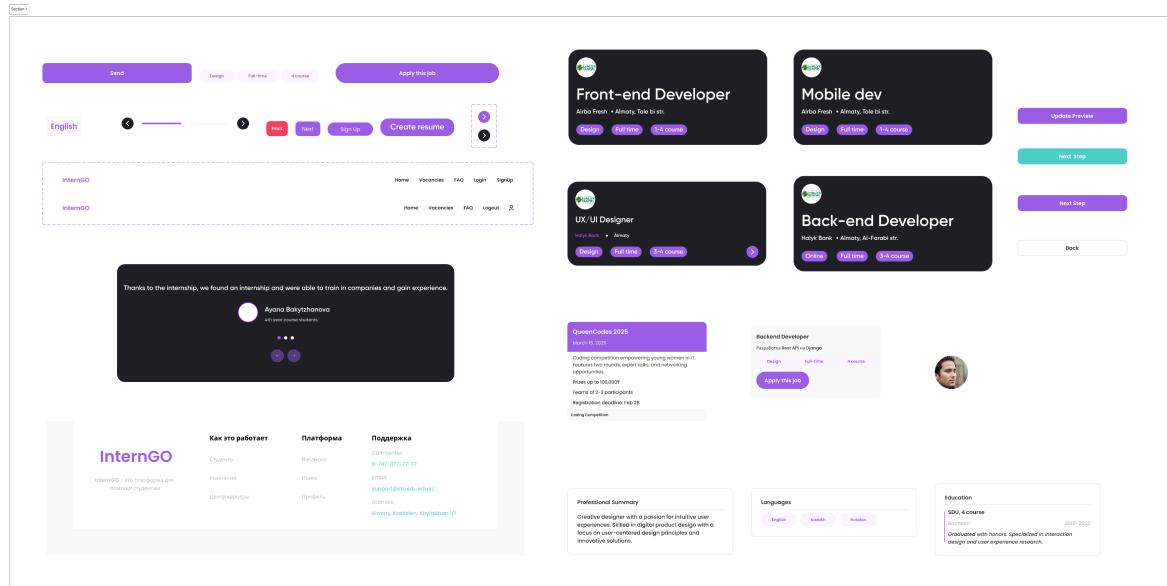


Figure 3.7: Ui Kit

3.3 Implementation

3.3.1 Back-end

Technology Stack

- The internship portal's server-side implementation utilizes the following technologies:
- **Django 4.2:** High-level Python web framework providing rapid development capabilities
 - **PostgreSQL 14:** Enterprise-grade relational database system
 - **ASGI:** Asynchronous Server Gateway Interface for handling concurrent connections
 - **Psycopg2:** PostgreSQL database adapter for Python

Database Configuration

The database connection is established through Django's settings module with the following parameters:

Listing 3.1: Database configuration in settings.py

```

1 DATABASES = {
2     'default': {
3         'ENGINE': 'django.db.backends.postgresql_psycopg2',
4         'NAME': 'intern_go',
5         'USER': 'postgres',
6         'PASSWORD': 'Weryfly02',
7         'HOST': '127.0.0.1',
8         'PORT': '5433',
9     }
10 }
```

Key database optimizations include:

- GIN indexes for JSON fields
- Connection pooling for high availability
- Regular vacuum and analyze operations

Core Data Models

User Management The custom user model extends Django's built-in authentication:

Listing 3.2: User profile model (models.py)

```
1 class UserProfile(AbstractUser):
2     """Extended user model with role-specific fields"""
3     ROLE_CHOICES = [
4         ('STUDENT', 'Student'),
5         ('COMPANY', 'Company'),
6         ('ADMIN', 'Administrator')
7     ]
8
9     role = models.CharField(max_length=10, choices=ROLE_CHOICES)
10    phone = models.CharField(max_length=20, validators=[PhoneValidator()])
11    email_verified = models.BooleanField(default=False)
12
13    def get_full_name(self):
14        return f'{self.last_name}, {self.first_name}'
```

Internship Management The internship model handles all opportunity postings:

Listing 3.3: Internship model (models.py)

```
1 class Internship(models.Model):
2     company = models.ForeignKey(
3         Company,
4         on_delete=models.CASCADE,
5         related_name='opportunities'
6     )
7     title = models.CharField(max_length=200)
8     description = RichTextField() # CKEditor integration
9     requirements = models.JSONField() # Structured requirements
10    application_deadline = models.DateTimeField()
11    is_active = models.BooleanField(default=True)
12
13    class Meta:
14        indexes = [
15            models.Index(fields=['-application_deadline']),
16            models.Index(fields=['is_active']),
17        ]
```

Business Logic

Key business processes are implemented through Django views:

Listing 3.4: Internship application view (views.py)

```
1 class ApplicationCreateView(LoginRequiredMixin, CreateView):
2     model = Application
3     form_class = ApplicationForm
```

```

4     template_name = 'internships/apply.html'
5
6     def form_valid(self, form):
7         form.instance.applicant = self.request.user
8         form.instance.internship = get_object_or_404(
9             Internship,
10            pk=self.kwargs['pk']
11        )
12        messages.success(self.request, 'Application submitted!')
13        return super().form_valid(form)
14
15    def get_success_url(self):
16        return reverse('application-status',
17                       kwargs={'pk': self.object.pk})

```

3.3.2 Front-end

The client part of the developed web application, designed to find internships for students, is implemented using standard web technologies such as HTML,CSS and **JavaScript**. The Visual Studio Code environment was used for development, which provided convenient interface development features thanks to built-in support for syntax, extensions, and version control systems. This ensured a fast and productive development process, with an emphasis on code support, easier debugging, and integration with repositories.

Architecture and structure of the interface

The user interface is designed based on the principles of a multi-layered and multi-page structure, which allows the user to easily navigate the application and quickly find the necessary resources. The structure includes several key components that provide functionality and ease of interaction:

- **Home Page:** The home page is a brief introduction to the platform. It contains a description of its purpose, main features and advantages, which helps the user understand the purpose of the platform. The main page contains links to the main sections that facilitate further navigation, and a form for quickly searching for internships.
- **The section with vacancies:** This section provides the user with access to current internship offers that can be filtered by a variety of criteria. It includes filters based on the field of work, region, deadline for submitting applications, and other parameters. The user can adjust the filtering according to their interests, which makes the search more convenient and efficient. There are also additional options for sorting vacancies by popularity or by publication date.
- **Authentication and Registration form:** In the registration section, users can create an account by filling out a form with personal data. Students can register to search for internships and apply, while companies get the opportunity to post vacancies, interact with candidates, and track the status of responses.
- **Personal Account:** The user's personal account displays important information about his profile, such as personal data, the status of job responses, as well as a list of submitted applications and their current status (for example, "under consideration", "rejected" or "accepted"). Users can also edit their profile, update their resume, and track the history of submitted applications in their personal account.

- **Administrative Panel:** The administrative panel is designed for moderators and employers who have certain access rights. In the admin panel, moderators can monitor and check posted vacancies, edit or delete them, and employers can manage their ads, view job reviews, and correspond with candidates. The dashboard also provides tools for analytics and reporting.

Additional interface components

- **Keyword Search:** For the convenience of finding internships, the platform provides a keyword search function. Users can enter specific queries such as company name, role, skills, or keywords related to the vacancy, allowing them to quickly find the most suitable offers.
- **Adaptive design:** The interface has been developed taking into account mobile devices and various screen resolutions, which ensures its correct display on any device, from PCs to smartphones. The use of adaptive and flexible layouts guarantees comfortable use of the interface, regardless of the screen size.
- **Reviews and ratings:** The system provides an opportunity to leave reviews and ratings about companies and internships. This helps future users make more informed decisions about choosing an internship, and also provides employers with feedback on the quality of their offers.

Architecture Summary

The platform is designed with user needs in mind and includes all the necessary functional components for convenient and efficient internship search, as well as interaction with employers. The multi-level interface structure and responsive design ensure a high-quality user experience, while thoughtful navigation and information filtering allow users to quickly find the data they need. The division into different access levels, including personal accounts and an administrative panel, allows you to effectively manage content and processes on the platform.

Implementation of Functionality

The functional part of the client interface is provided through the **JavaScript** language. The main features include:

- Validation of user data on the client side;
- Generating and sending HTTP requests to the application's backend using the `fetch` method;
- Dynamic updating of DOM elements without reloading the page;
- Implementation of interactive elements such as drop-down lists, pop-up notifications, and pagination.

Examples of Javascript code for interacting with interface elements:

Listing 3.5: Adding a Shadow to the Header on Scroll

```

1 const wrapper = document.querySelector(".wrapper");
2 const header = document.querySelector(".header");
3

```

```

4 | wrapper.addEventListener("scroll", (e) => {
5 |   e.target.scrollTop > 30
6 |     ? header.classList.add("header-shadow")
7 |     : header.classList.remove("header-shadow");
8 | });

```

Purpose: This block adds or removes the `header-shadow` class to the element with the `header` class when the user scrolls the `.wrapper` container.

How it works: When the scroll position of the `wrapper` container exceeds 30 pixels (meaning the user has scrolled down), a shadow is added to the header; otherwise, the shadow is removed.

Listing 3.6: Click Event Handler for Job Cards

```

1 | const jobCards = document.querySelectorAll(".job-card");
2 | const logo = document.querySelector(".logo");
3 | const jobDetailTitle = document.querySelector(
4 |   ".job-explain-content .job-card-title"
5 | );
6 |
7 | jobCards.forEach((jobCard) => {
8 |   jobCard.addEventListener("click", () => {
9 |     const number = Math.floor(Math.random() * 10);
10 |     const url = 'https://unsplash.it/640/425?image=${number}';
11 |
12 |     const logo = jobCard.querySelector("svg");
13 |     const bg = logo.style.backgroundColor;
14 |     console.log(bg);
15 |     const title = jobCard.querySelector(".job-card-title");
16 |     jobDetailTitle.textContent = title.textContent;
17 |     wrapper.classList.add("detail-page");
18 |     wrapper.scrollTop = 0;
19 |   });
20 | });

```

Purpose: When the user clicks on a job card, a page with detailed information about the job opens.

How it works:

- Fetches a random image from Unsplash (for demonstration purposes).
- Retrieves the job title from the card and displays it in the job detail section.
- Adds the `detail-page` class to the `.wrapper` element to show the details page.
- Scrolls the page to the top.

Listing 3.7: Closing the Detail Page by Clicking the Logo

```

1 | logo.addEventListener("click", () => {
2 |   wrapper.classList.remove("detail-page");
3 |   wrapper.scrollTop = 0;
4 | });

```

Purpose: When the user clicks on the logo, they are returned to the main page.

How it works: The `detail-page` class is removed from the `.wrapper`, hiding the job details page, and the scroll position is reset to the top.

Listing 3.8: Toggling the Menu

```
1 function toggleMenu() {
2     var menu = document.querySelector('.header-menu');
3     menu.style.display = menu.style.display === 'flex' ? 'none' : 'flex';
4 }
```

Purpose: Toggles the visibility of the menu in the header.

How it works: When the `toggleMenu` function is called, the menu (`.header-menu`) is either shown or hidden based on its current display state. If it is displayed as `flex`, it is hidden, and if it is hidden, it is displayed.

Adaptability and Cross-browser Compatibility

The interface was developed taking into account the principles of **adaptive layout**, which ensures correct display on devices with different screen resolutions (PCs, tablets, smartphones). To achieve this, the following were used:

- **CSS Media Queries:** The use of different styles depending on the size of the device screen, which allows the interface to adapt to different devices.
- **Flexible layouts:** Using relative units of measurement (`%`, `em`, `rem`) and flexible grids to ensure flexibility and scalability.
- **Cross-browser compatibility:** The application has been tested in various browsers (Chrome, Firefox, Safari, Edge) to ensure a consistent user experience. Fixes have been applied for display issues such as layout shifting or non-standard font display.

Project Organization

The file structure of the project corresponds to the classical approach:

```
1 /frontend
2     index.html      // basic HTML markup
3     styles/
4         main.css    // design styles
5     scripts/
6         app.js       // client-side logic
7     assets/
8         images/      // graphic resources
```

This approach ensures modularity, maintainability, and scalability of the project.

Chapter 4

Results and Discussion

4.1 Results

During the implementation of the InternGo project, consistent work was carried out on the design of the platform, software development, and preliminary verification of functionality. The platform has been successfully launched as a web application accessible to all interested university students.

The results are as follows:

- More than 10 students representing various specialties and courses took part in the pilot launch.
- Most users positively assessed the interface, noting its simplicity, easy navigation, and attractive visual elements.
- The platform has demonstrated stable performance on various devices, including smartphones. During performance testing, it was found that the platform can handle up to 500 simultaneous active users without noticeable performance degradation.
- The usefulness of the platform was confirmed by the first wave of users who were able to find real internship offers and respond to them.
- User reviews are mostly positive, they praised the intuitive design and ease of use.
- The platform has been tested for accessibility, and users with visual impairments have reported positive experiences with screen readers.
- In terms of user engagement, the platform demonstrated an average session time of 12 minutes per user, and more than 200 internship applications were submitted during the pilot testing.

In addition to the technical aspects, special attention was paid to user convenience. During the review process, it became apparent that InternGo offers a methodical, focused, and user-friendly way to find career opportunities that meet students' expectations. However, based on user feedback, recommendations for improvement have been identified, including:

- Enabling multi-language support to reach students with different language backgrounds more widely.
- Expanding internship categories to cover more industries and positions.
- Introduction of a rating system and company reviews to increase students' awareness of potential employers.

4.2 Discussion

Interpreting the results obtained, it can be argued that InternGo has high potential as a long-term digital product that will serve the students of our university. The platform has already demonstrated significant value in helping students find suitable internship offers, simplifying the process and providing access to career resources.

However, several areas for further improvement have been identified:

- Improve the search engine and implement smart recommendations to help students find opportunities that more closely match their skills and interests.
- Expanding the interface for employers to more effectively manage internship offers, including the ability to post job descriptions, manage applications, and track feedback.
- Implementation of personal accounts for students with detailed analytics on applications, internship status, and personalized recommendations based on their previous actions.
- The introduction of automatic notifications of new vacancies and responses so that students receive timely internship updates without having to manually check the platform.

In addition, the platform has significant potential for scaling both inside and outside the university. The implementation of a cloud solution can increase scalability and ensure stable operation of the platform with an increase in the number of users.

The platform can become a valuable tool for students looking for career opportunities, as well as for universities seeking to offer more effective internship recruitment services. It can also be expanded to other regions or universities, which will increase its impact and reach. Further development will improve the functionality of the platform and enhance the quality of the user experience.

Thus, the InternGo project has not only completed its initial tasks but also opened up new promising areas for growth and scaling. The platform has received a real confirmation of its value in the educational environment and can become a reliable basis for further technological solutions in the field of supporting students' career growth.

Chapter 5

Conclusion

The main goal of our project was to create a web-based internship search platform designed for SDU University students. We worked on the product starting from scratch, based on both the personal experience of the team members and an analysis of the needs of the target audience. During the development process, we sought not only to implement technical functionality, but also to create a truly useful tool that promotes the professional growth of students.

The development of the InternGo platform has allowed us to solve an urgent problem faced by many students — the search for relevant and affordable internships. In today's information space, where offers are often dispersed and overloaded, Interno offers a structured, focused and intuitive solution. InternGo is not just an internship placement platform. It is a digital ecosystem that promotes the career development of students, the formation of professional skills and orientation in the labor market.

At the same time, we realize that the project has room for further development. In the future, we plan to introduce a system of intelligent recommendations based on user preferences and previous activity, expand interaction with employer companies, implement internship success analytics, and strengthen integration with mobile platforms. These steps will make InternGo an even more powerful and personalized career growth tool.

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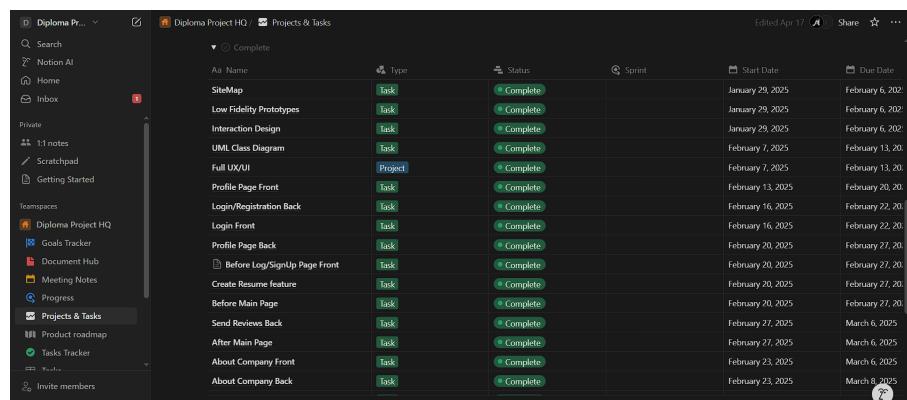
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Appendix A

Design and Diagrams

A.1 Notion



The screenshot shows a Notion workspace titled 'Diploma Project HQ'. The left sidebar contains sections like 'Home', 'Inbox', 'Private', 'Scratchpad', 'Getting Started', 'Teamspaces', and 'Projects & Tasks'. The main area displays a 'Complete' board with a table of tasks:

| All Name | Type | Status | Sprint | Start Date | Due Date |
|------------------------------|---------|----------|--------|-------------------|-------------------|
| SiteMap | Task | Complete | | January 29, 2025 | February 6, 2025 |
| Low Fidelity Prototypes | Task | Complete | | January 29, 2025 | February 6, 2025 |
| Interaction Design | Task | Complete | | January 29, 2025 | February 6, 2025 |
| UML Class Diagram | Task | Complete | | February 7, 2025 | February 13, 2025 |
| Full UV/UI | Project | Complete | | February 7, 2025 | February 13, 2025 |
| Profile Page Front | Task | Complete | | February 13, 2025 | February 20, 2025 |
| Login/Registration Back | Task | Complete | | February 16, 2025 | February 22, 2025 |
| Login Front | Task | Complete | | February 16, 2025 | February 22, 2025 |
| Profile Page Back | Task | Complete | | February 20, 2025 | February 27, 2025 |
| Before Log/SignUp Page Front | Task | Complete | | February 20, 2025 | February 27, 2025 |
| Create Resume feature | Task | Complete | | February 20, 2025 | February 27, 2025 |
| Before Main Page | Task | Complete | | February 20, 2025 | February 27, 2025 |
| Send Reviews Back | Task | Complete | | February 27, 2025 | March 6, 2025 |
| After Main Page | Task | Complete | | February 27, 2025 | March 6, 2025 |
| About Company Front | Task | Complete | | February 23, 2025 | March 6, 2025 |
| About Company Back | Task | Complete | | February 23, 2025 | March 8, 2025 |

Figure A.1: Notion

A.2 Ui Kit

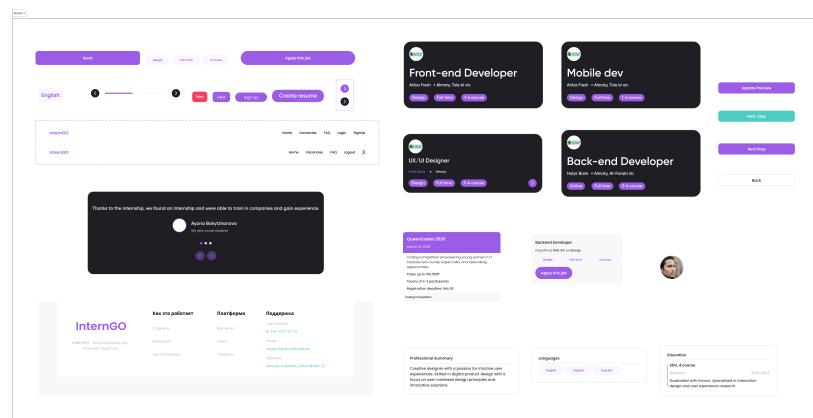


Figure A.2: Ui Kit

A.3 Mockup

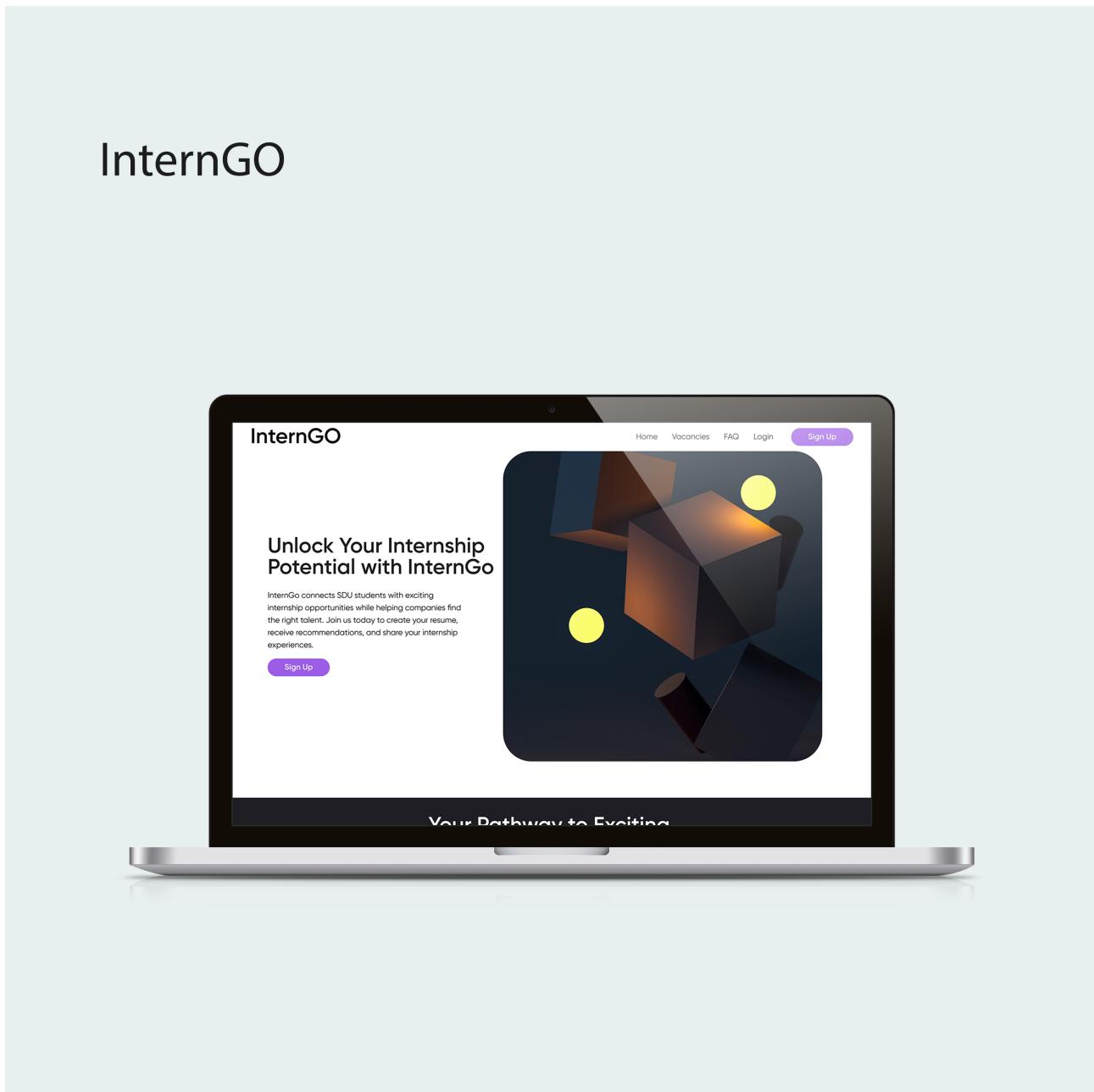


Figure A.3: Mockup

A.4 System Diagrams

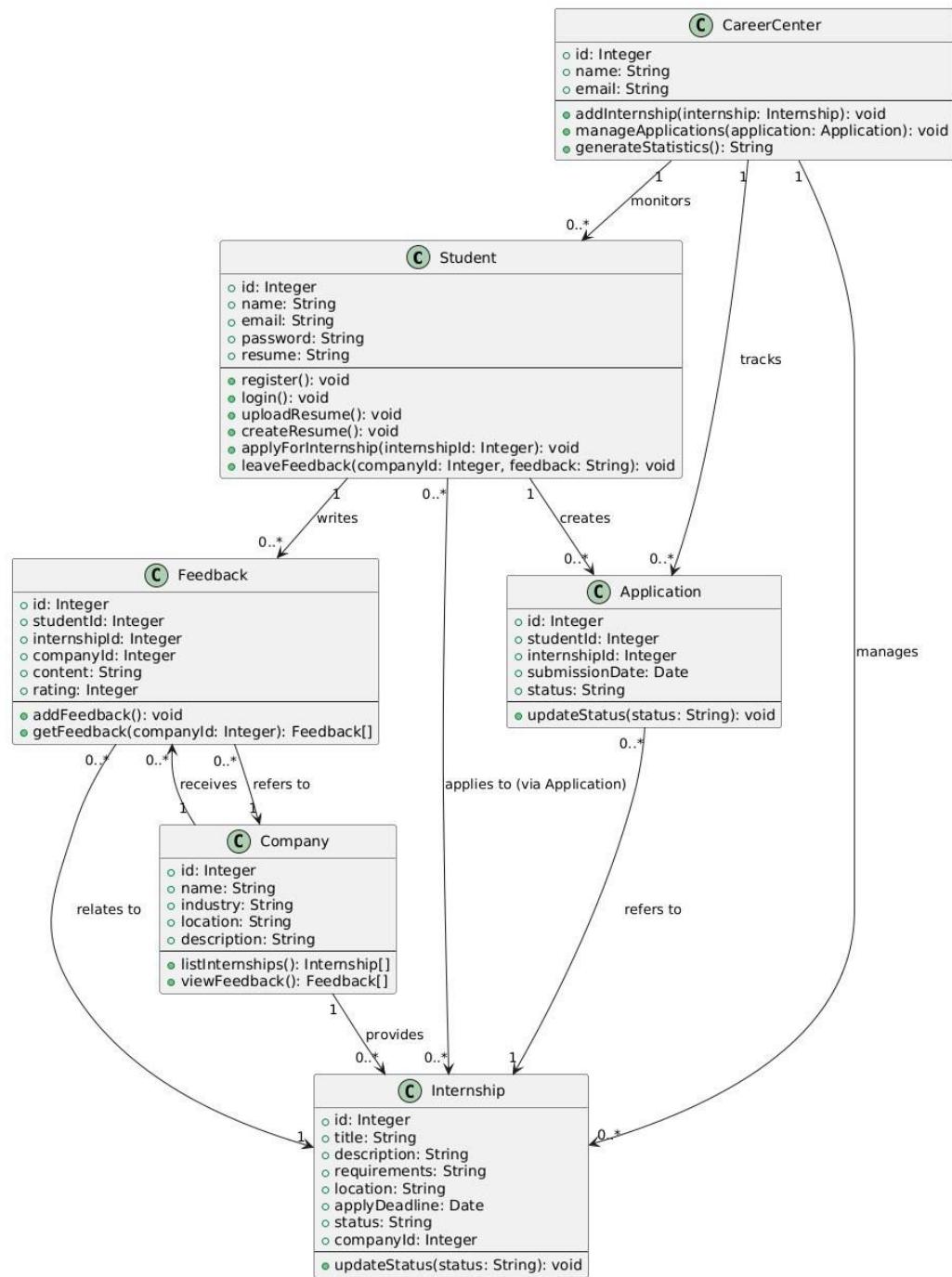


Figure A.4: Unified Modeling Language Diagram

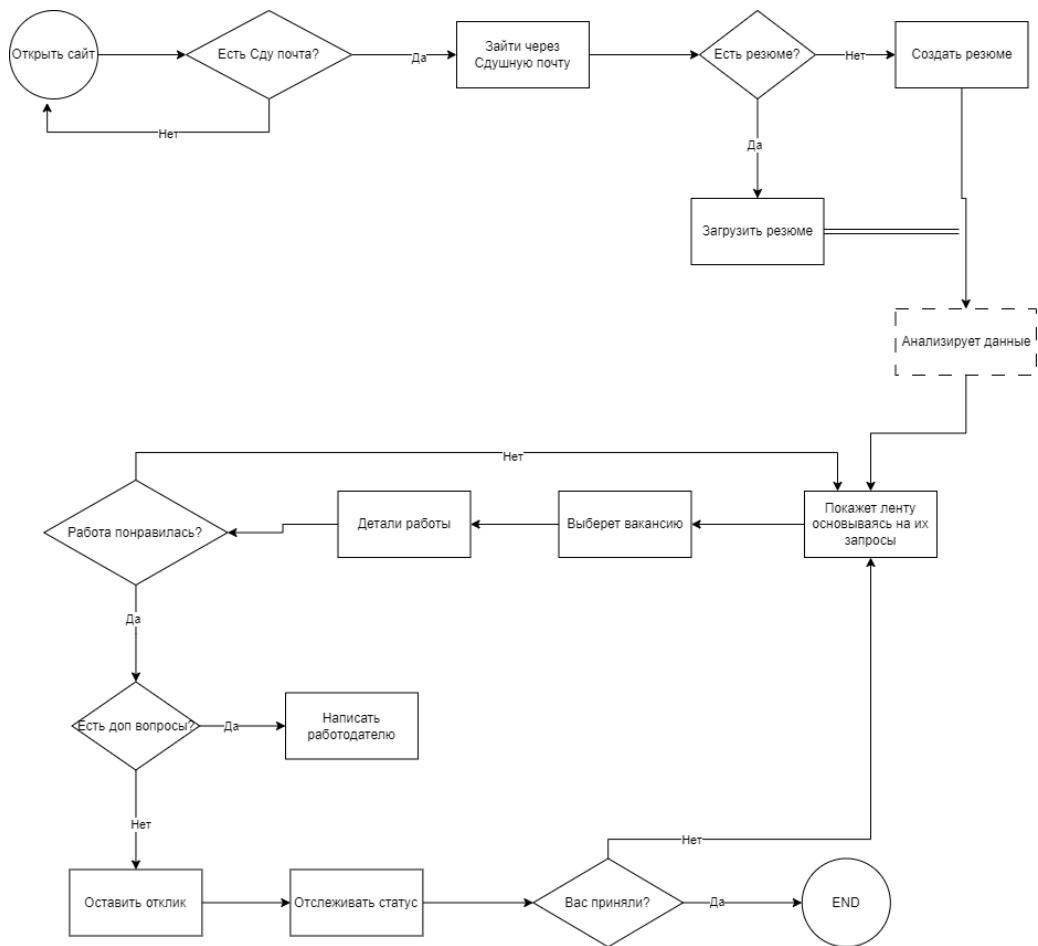


Figure A.5: Entity Relationship Diagram

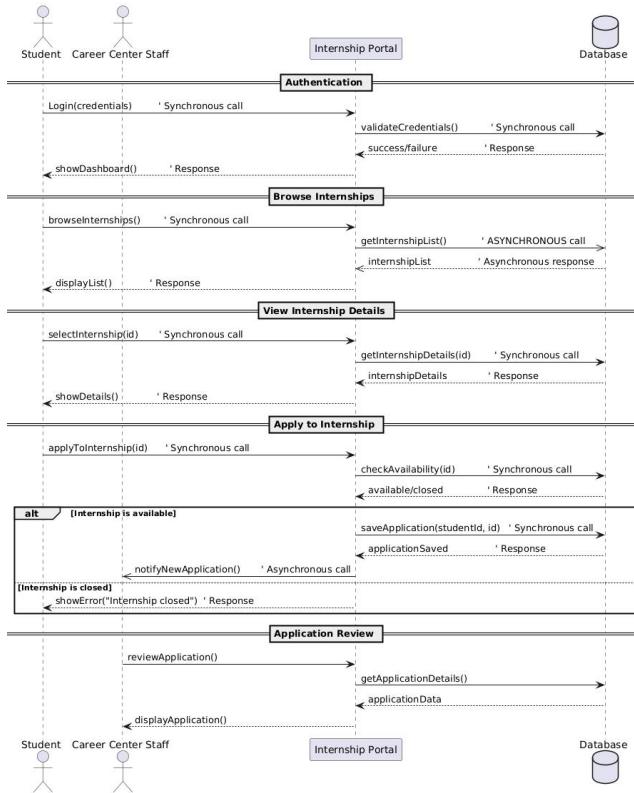


Figure A.6: Sequence Diagram for Internship Portal Interaction

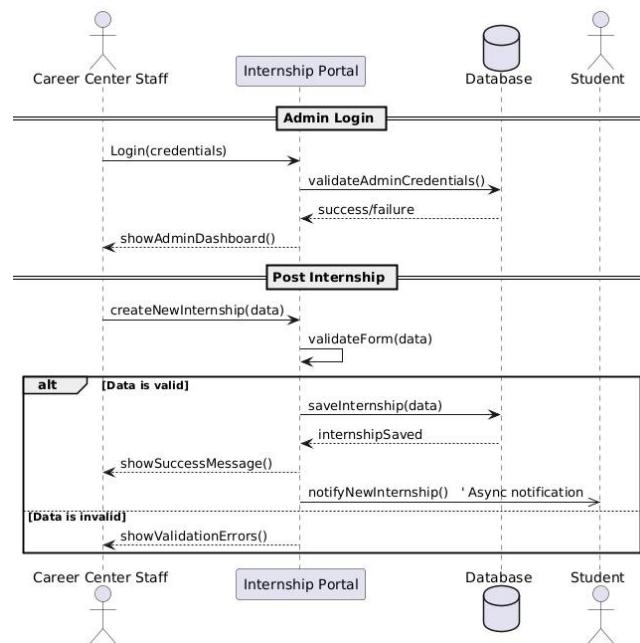


Figure A.7: Sequence Diagram for Admin Login and Internship Posting

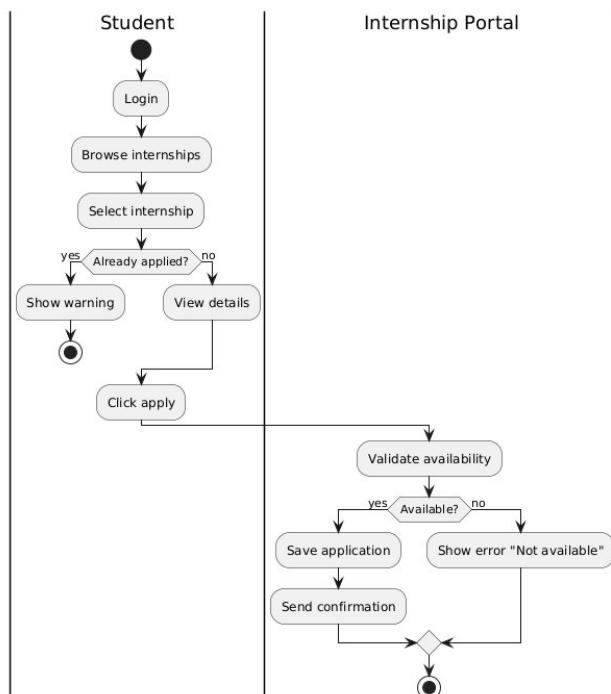


Figure A.8: Activity Diagram of Internship Application Process

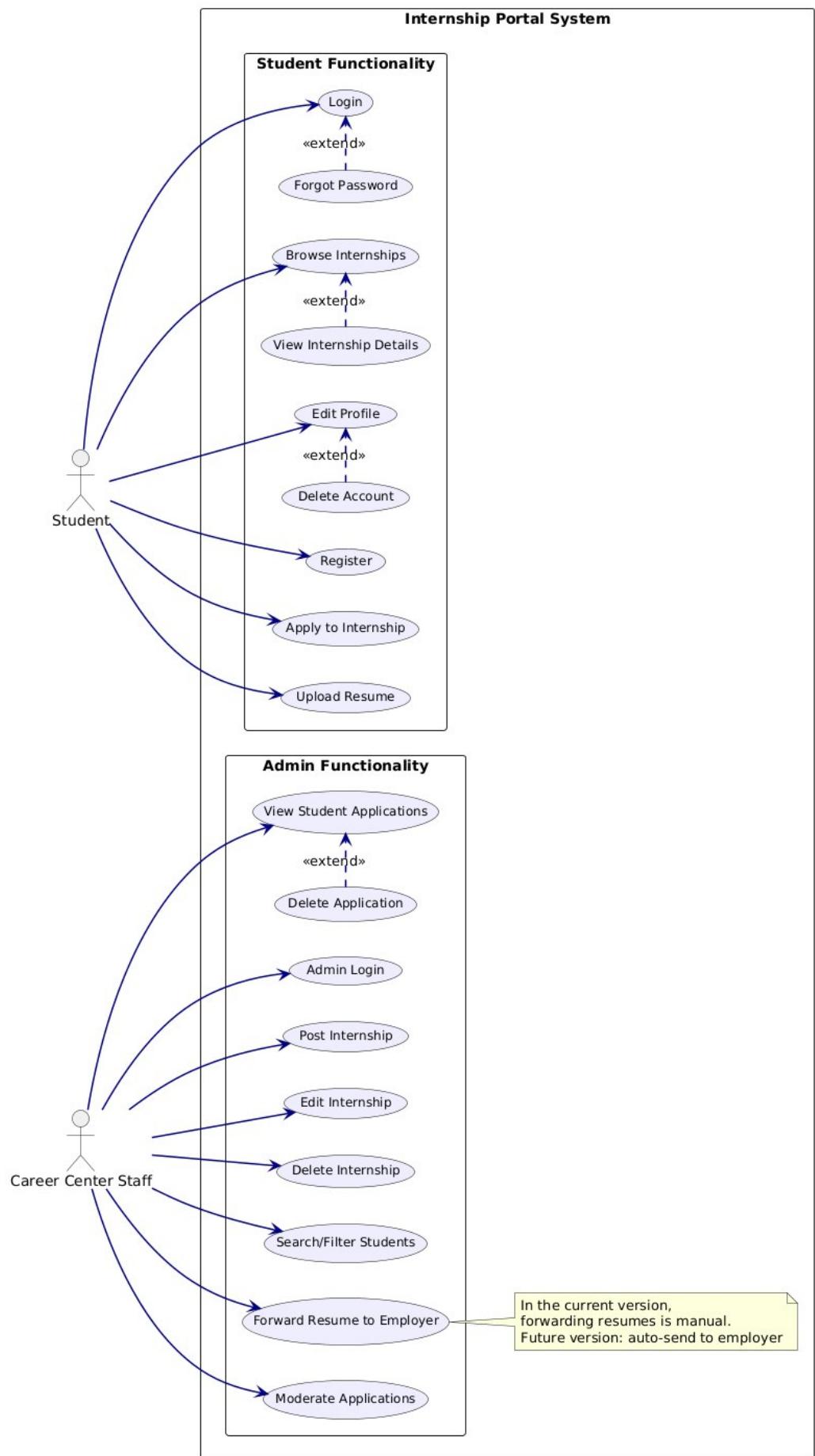


Figure A.9: Diagram of Functionality

A.5 Google Forms Questions

Какой формат практики вы предпочитаете?
What internship format do you prefer?

43 responses

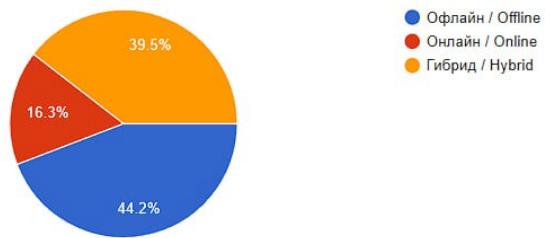


Figure A.10: Question 1

Сколько времени в неделю вы тратите на поиск стажировок?
How much time per week do you spend searching for internships?

43 responses

[Copy chart](#)

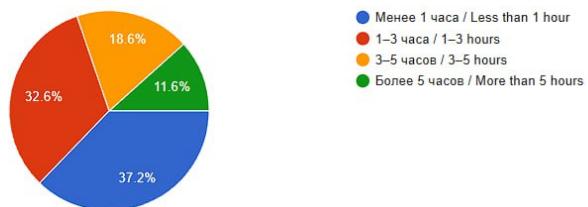


Figure A.11: Question 2

Пользуетесь ли вы карьерными сервисами вуза?
Do you use your university's career services?

43 responses

[Copy chart](#)



Figure A.12: Question 3

Участвовали ли вы когда-либо в ярмарках вакансий (career fair)?
Have you ever participated in a job or internship fair?

43 responses

[Copy chart](#)

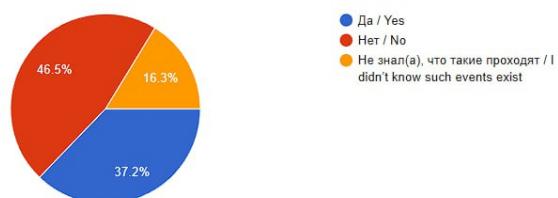


Figure A.13: Question 4

Считаете ли вы, что университет должен активнее помогать в поиске стажировки?
Do you think the university should be more involved in helping students find internships?

 Copy chart

43 responses

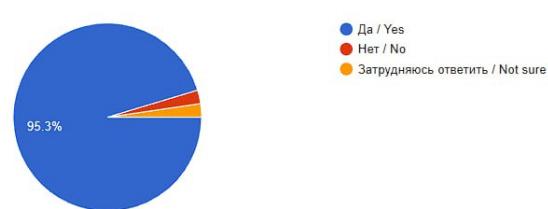


Figure A.14: Question 5

Обязательна ли для вашей специальности прохождение производственной практики?

Is it mandatory for your specialty to complete an internship?

43 responses

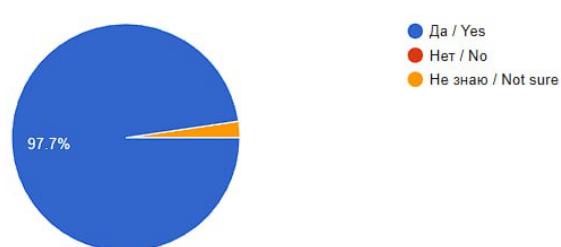


Figure A.15: Question 6

A.6 Low-Fidelity Design

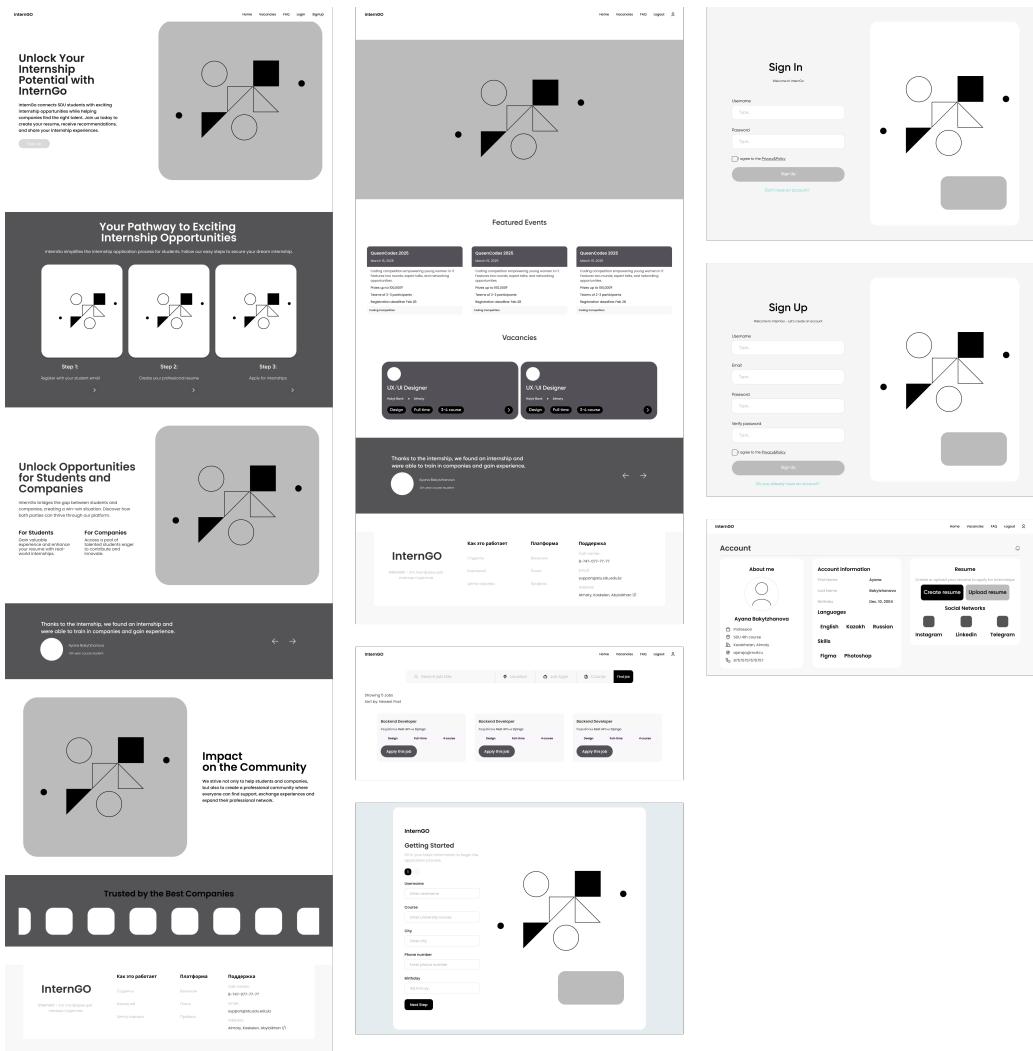


Figure A.16: Low-Fidelity Prototype

A.7 Hi-Fidelity Design

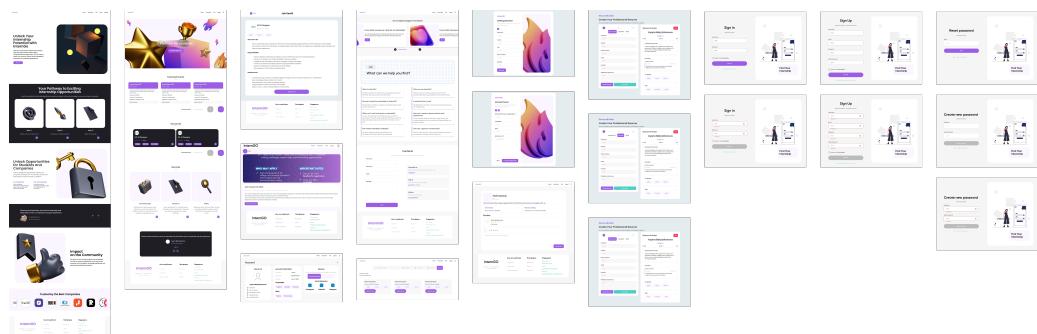


Figure A.17: Hi-Fidelity Interface Prototype

A.8 Platform

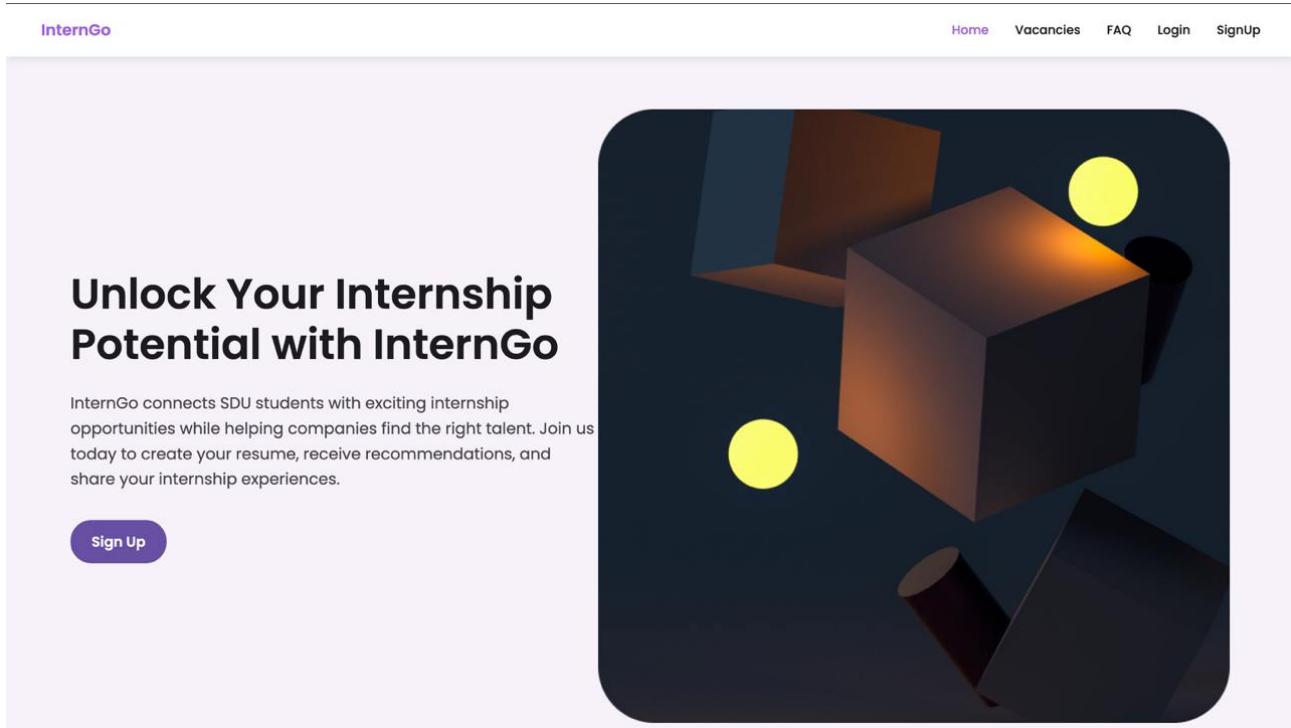
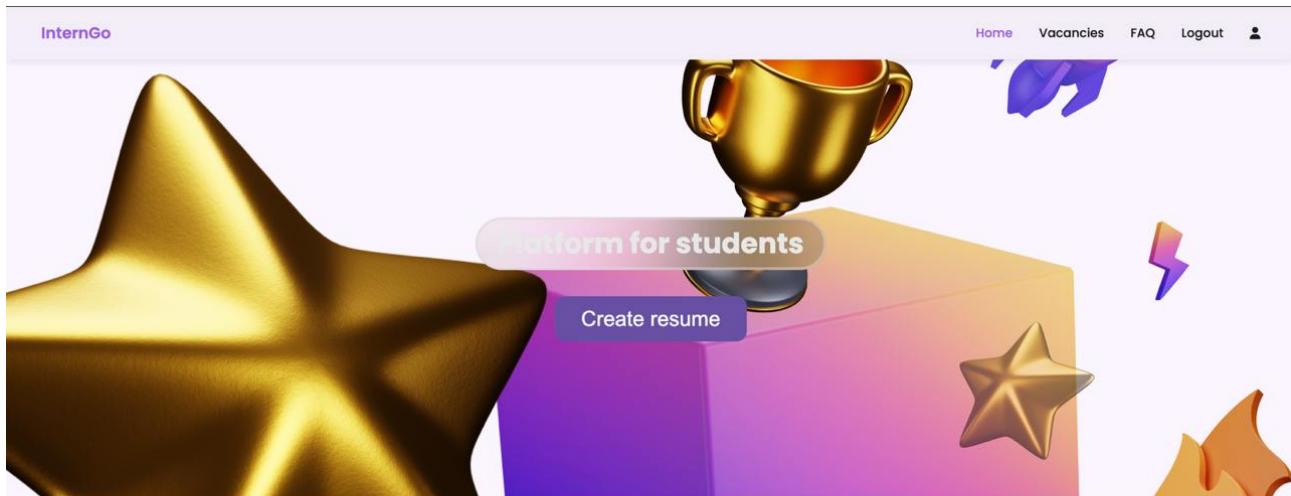


Figure A.18: Main Home Page(before)



Featured Events

Figure A.19: Main Home Page(after)

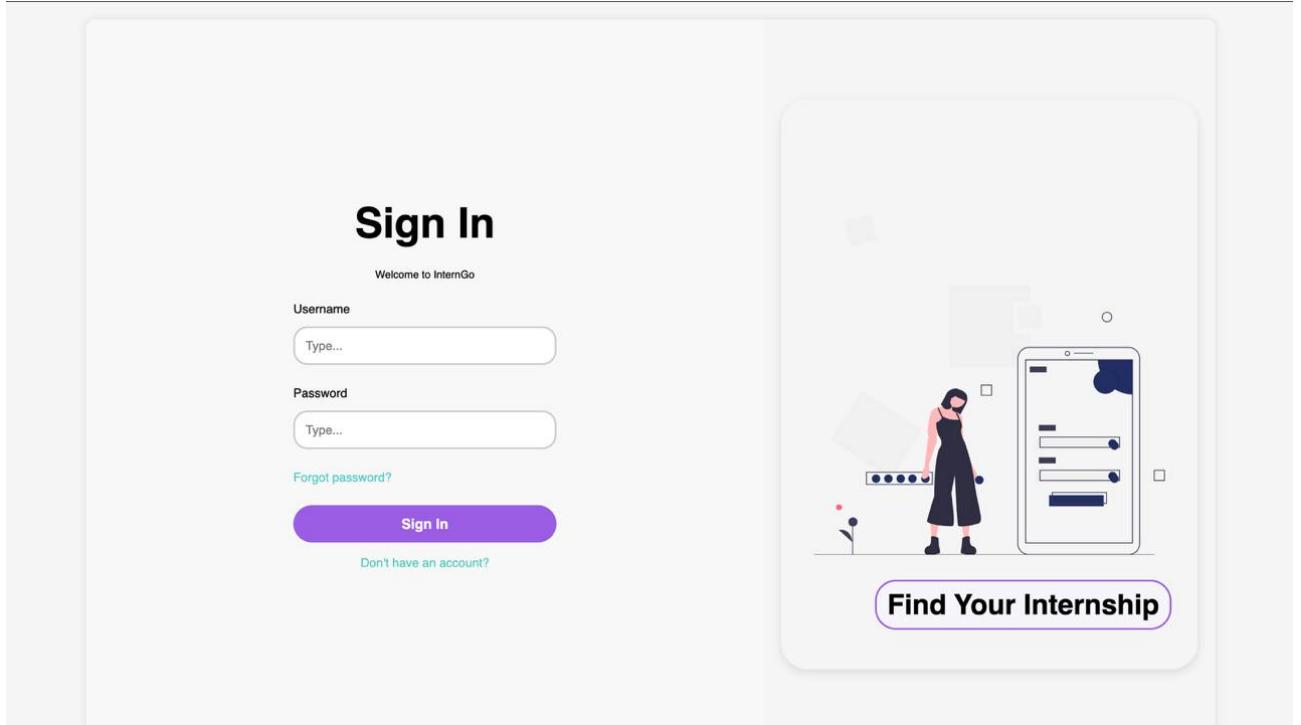


Figure A.20: Sign-in Page

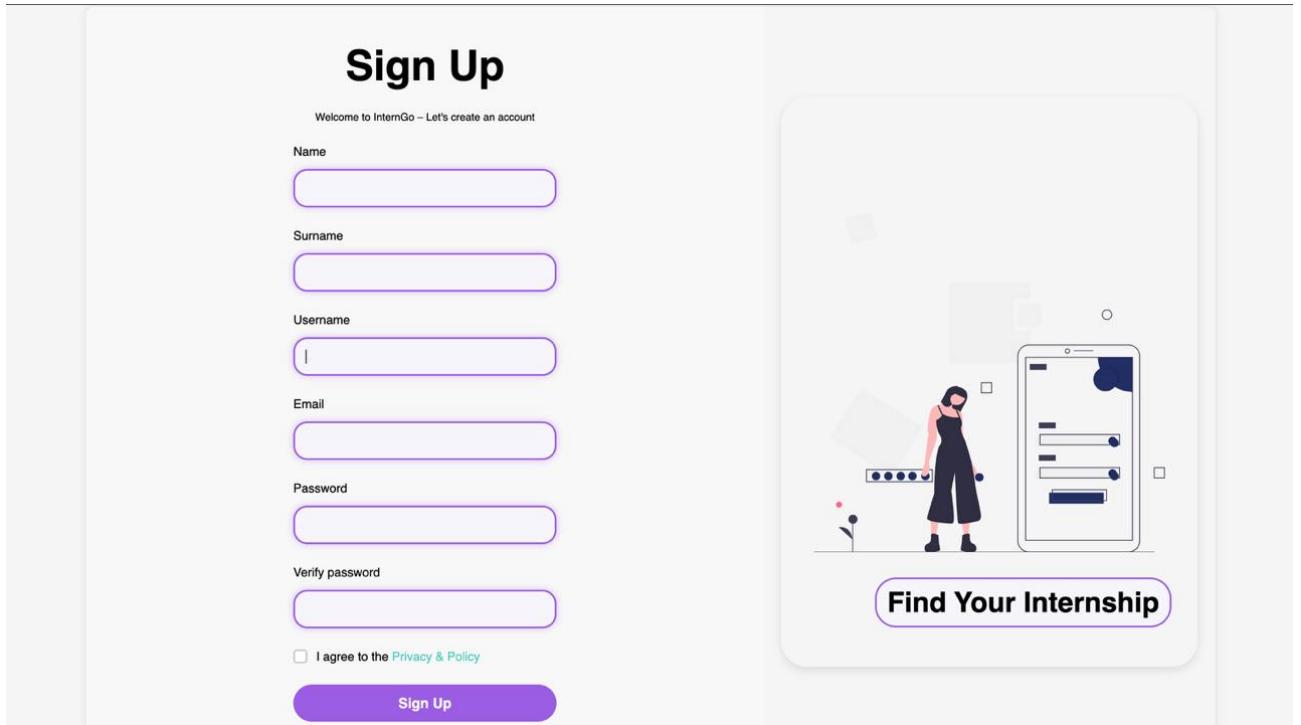


Figure A.21: Sign-Up Page

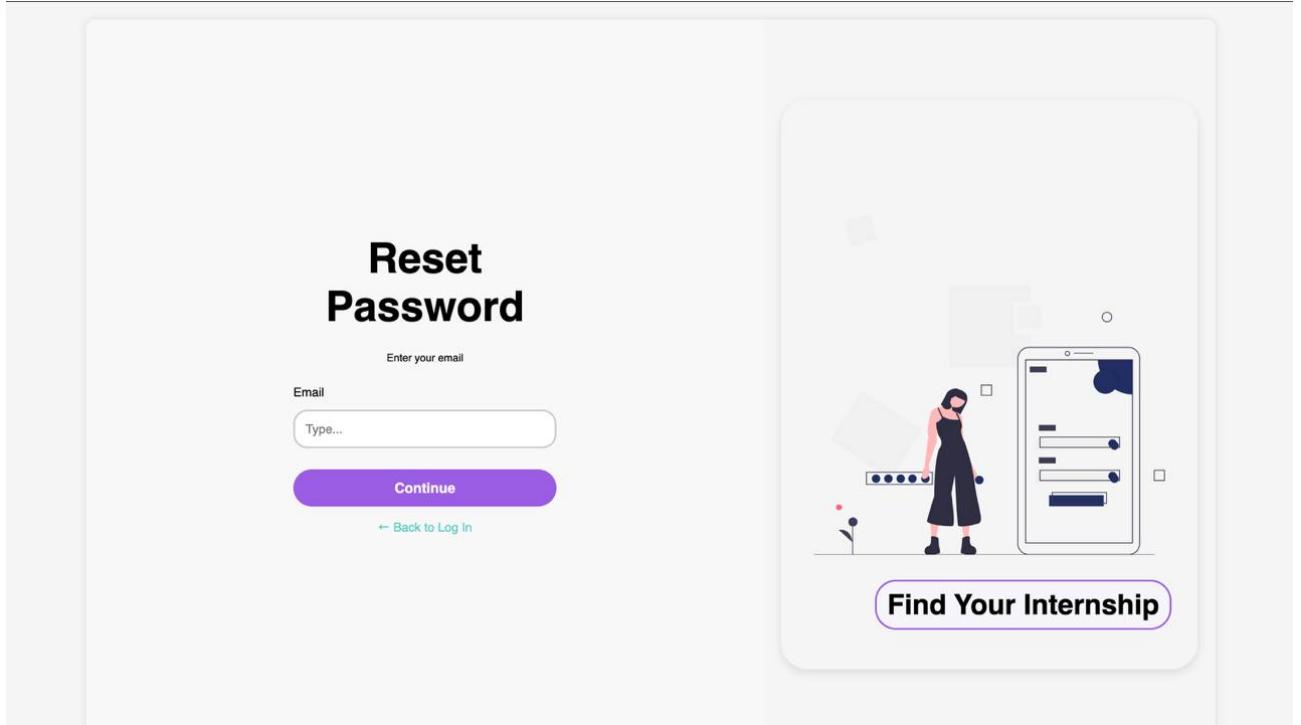


Figure A.22: Reset Password Page

The image shows a screenshot of a user profile page. At the top, there is a navigation bar with 'InternGo' on the left and links for 'Home', 'Vacancies', 'FAQ', 'Logout', and a user icon on the right. Below the navigation is a header 'Account'. The page is divided into three main sections: 'About Me', 'Account Information', and 'Resume'.

- About Me:** Features a circular profile picture of a person thinking, the name 'Ayana Bakytzhanova', and a list of details: Designer, SDU, 4 year, Kazakhstan, Almaty, Email: 210103190@stu.sdu.edu.kz, and Phone: 87470472183. A 'Edit Profile' button is located at the bottom.
- Account Information:** Displays personal information: First Name: Ayana, Last Name: Bakytzhanova, Birthday: Dec. 10, 2005, City: Almaty, Phone: 87470472183, and Email: 210103190@stu.sdu.edu.kz. An 'Edit Information' button is located at the bottom.
- Resume:** Allows users to 'Create or upload your resume to apply for internships'. It includes a 'Create Resume' button, an 'Upload Resume' section with a file input field, and a 'Your Documents' section with two resume files listed.

At the bottom right, there is a 'Social Networks' section with icons for Instagram, Telegram, and WhatsApp.

Figure A.23: User Profile Page

Featured Events

QueenCodes 2025
March 15, 2025

Coding competition empowering young women in IT. Features two rounds, expert talks, and networking opportunities.

- Prizes up to 100,000₹
- Teams of 2-3 participants
- Registration deadline: Feb 28

Coding Competition [Register](#)

Hack4Change
April 10, 2025

24-hour hackathon focused on social impact and sustainability.

- Prizes up to 300,000₹
- Teams of 3-5 participants
- April 5

Hackathon [Register](#)

UX/UI Sprint 2025
May 2, 2025

Design sprint for aspiring UX/UI designers. Includes mentorship and portfolio reviews.

- Top 3 teams get internships
- Individual or pair participation
- April 20

Design Challenge [Register](#)

>

Figure A.24: Feature Events Blog

InternGo

Home Vacancies FAQ Logout

Search job title Location Job Type Course [Find Job](#)

Companies [Filter by Companies](#)

Showing 7 Jobs Sort by: Newest Post ▼

| | | |
|---|---|---|
| Backend Developer Разработка REST API на Django <small>Full-time 1 год Junior</small> Apply Now | Frontend Developer Разработка SPA на React. <small>Full-time 2 года Middle</small> Apply Now | DevOps Engineer Настройка CI/CD и контейнеризации. <small>Full-time 3 года Senior</small> Apply Now |
| Data Analyst Обработка и визуализация данных. <small>Part-time 1 год Junior</small> Apply Now | UI/UX Designer Проектирование пользовательских интерфейсов. <small>Contract 2 года Middle</small> Apply Now | Glovo <small>Full Time No n/a</small> Apply Now |
| ddd xsbxhsb | | |

Figure A.25: Vacancies Page

The screenshot shows the company profile for TechCorp located in Almaty. The page includes tabs for Overview, Partnership, and Reviews, with Reviews being the active tab. It displays two user reviews from Ayana Bakytzhanova.

Ayana Bakytzhanova
★★★★★
I like this job
April 16, 2025, 6:49 p.m.

Ayana Bakytzhanova
★★★★★
like
April 30, 2025, 10:19 a.m.

Figure A.26: Company Page

The screenshot shows the FAQ section of the InternGo website. It features a large graphic of overlapping colored shapes (orange, yellow, purple) and a question about internships.

From which course can I look for an internship?
You can start looking for an internship as early as your 1st or 2nd year.
Many companies are willing to hire students without experience...

FAQs

What can we help you find?

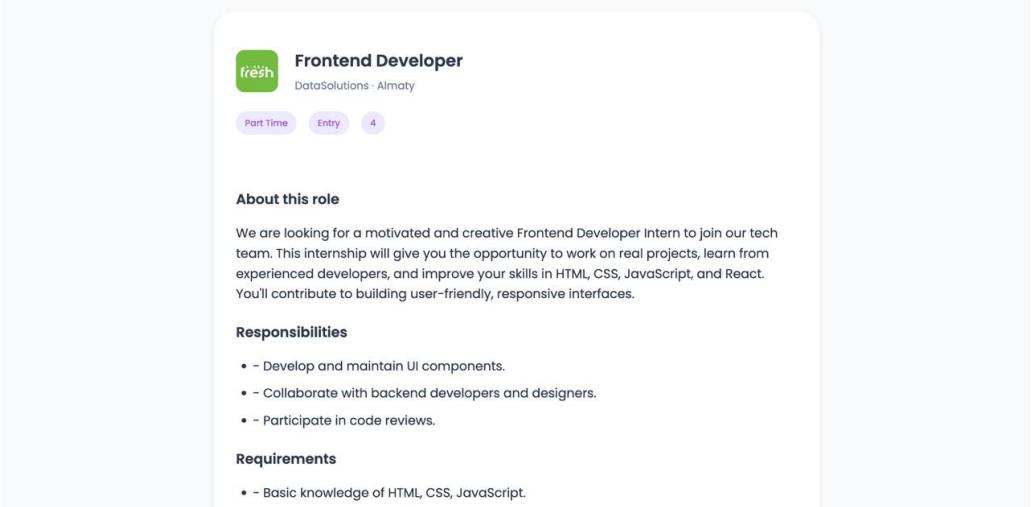
Figure A.27: FAQ Page

The screenshot shows the 'ResumeBuilder' application's user interface. At the top, there is a header with the text 'Create Your Professional Resume'. Below the header, a sub-instruction reads 'Fill in your details to build a standout resume that gets you noticed by employers'. The main area is divided into two sections: 'Personal Info' (highlighted in purple) and 'Education' and 'Skills' (both in grey). The 'Personal Info' section contains fields for 'Full Name' (Ayana Bakytzhanova), 'Desired Position' (Designer), and 'Email' (210103190@stu.sdu.edu.kz). Above these fields is a progress bar with three steps: 1 (purple), 2 (grey), and 3 (grey). To the right, a 'Resume Preview' panel displays a sample resume for 'Ayana Bakytzhanova' with the title 'Designer', email '210103190@stu.sdu.edu.kz', phone '87470472183', and location 'Almaty'. The preview also includes a 'Professional Summary' section describing her as a creative designer skilled in digital product design.

Figure A.28: Create Resume Page

The screenshot shows the 'InternGO' onboarding form. The title 'Getting Started' is at the top, followed by a sub-instruction: 'Fill in your basic information to begin the application process.' Below this are five input fields: 'Username' (placeholder 'Enter your username'), 'Course' (placeholder 'Your university course'), 'City' (placeholder 'Your city'), 'Phone number' (placeholder 'Your phone number'), and 'Birthday' (placeholder 'ДД.ММ.ГГГГ'). To the right of the form is a large, stylized graphic of overlapping flame-like shapes in orange, yellow, pink, and purple. At the bottom of the form is a purple button labeled '→ Next Step'.

Figure A.29: Onboarding Form Page



The screenshot shows a job detail page from a recruitment website. At the top, there's a back button labeled "Back" and a title "Job Detail". Below the title, there's a logo for "fresh" and the job title "Frontend Developer" with the subtitle "DataSolutions · Almaty". There are three status buttons: "Part Time", "Entry", and "4". A section titled "About this role" describes the position as a Frontend Developer Intern. It mentions the opportunity to work on real projects, learn from experienced developers, and improve skills in HTML, CSS, JavaScript, and React. It also states that contributions will be made to building user-friendly, responsive interfaces. A section titled "Responsibilities" lists tasks such as developing and maintaining UI components, collaborating with backend developers and designers, and participating in code reviews. A section titled "Requirements" specifies basic knowledge of HTML, CSS, and JavaScript.

Figure A.30: Job Detail Page

A.9 Telegram chat and Google meet

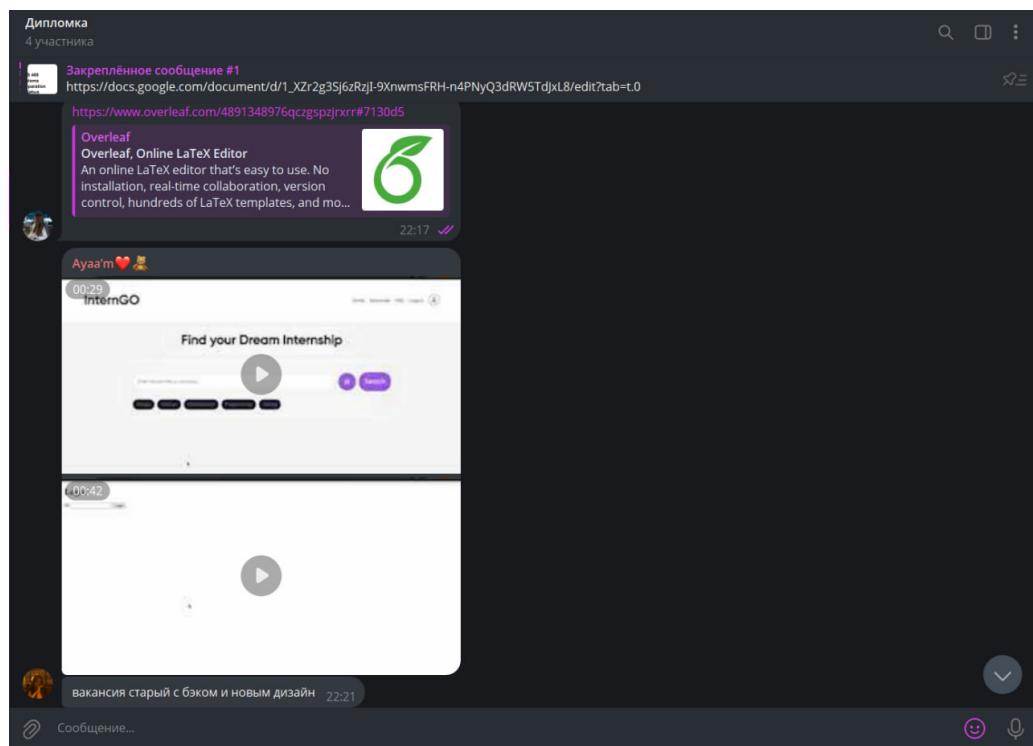


Figure A.31: Telegram chat

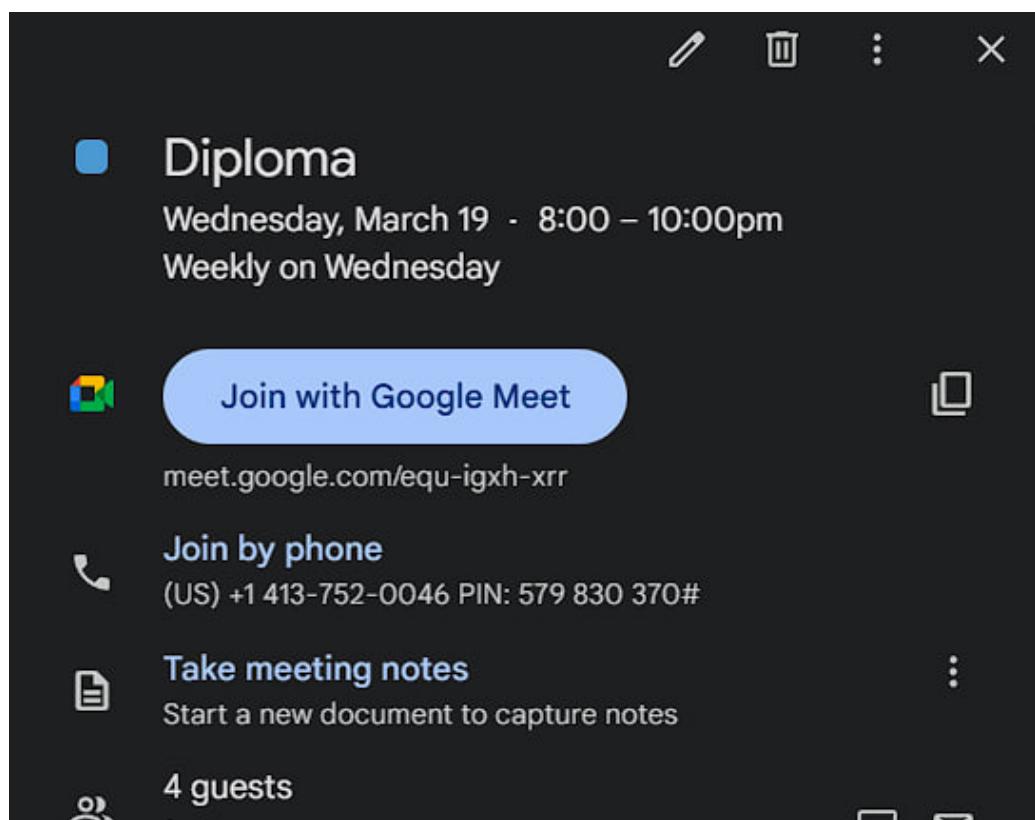


Figure A.32: Google meet

Appendix B

Database Schema

column Data Type — Description

1. students

Stores information about students registered in the system.

- **id** INT (PK) — Unique identifier of the student
- **name** VARCHAR(255) — Full name of the student
- **email** VARCHAR(255) UNIQUE — Student email (used for login)
- **password** VARCHAR(255) — Hashed password
- **resume** TEXT (NULL) — Uploaded resume
- **created_at** TIMESTAMP — Registration date

2. companies

Stores information about companies offering internships.

- **id** INT (PK) — Unique identifier of the company
- **name** VARCHAR(255) — Company name
- **industry** VARCHAR(255) — Industry
- **location** VARCHAR(255) — Company location
- **description** TEXT — Company description
- **created_at** TIMESTAMP — Date added

3. internships

Stores information about available internships.

- **id** INT (PK) — Unique internship identifier
- **company_id** INT (FK) — ID of the company offering the internship
- **title** VARCHAR(255) — Internship title
- **description** TEXT — Job description
- **requirements** TEXT — Candidate requirements
- **location** VARCHAR(255) — Internship location
- **apply_deadline** DATE — Application deadline
- **status** ENUM('open', 'closed') — Internship status
- **created_at** TIMESTAMP — Posting date

4. applications

Stores data about student applications to internships.

- **id** INT (PK) — Unique application identifier
- **student_id** INT (FK) — ID of the applying student
- **internship_id** INT (FK) — ID of the applied internship
- **status** ENUM('pending', 'accepted', 'rejected') — Application status
- **submitted_at** TIMESTAMP — Application submission date

5. feedback

Stores student feedback about internships and companies.

- **id** INT (PK) — Unique feedback identifier
- **student_id** INT (FK) — ID of the student who submitted feedback
- **company_id** INT (FK) — ID of the company being reviewed
- **internship_id** INT (FK) — ID of the related internship
- **rating** INT CHECK(1-5) — Rating (from 1 to 5)
- **content** TEXT — Review content
- **created_at** TIMESTAMP — Date of the feedback

6. **career_center**

Stores data about career center staff who manage the site.

- **id** INT (PK) — Unique administrator identifier
- **name** VARCHAR(255) — Administrator name
- **email** VARCHAR(255) UNIQUE — Administrator email
- **password** VARCHAR(255) — Hashed password
- **role** ENUM('admin', 'manager') — Administrator role
- **created_at** TIMESTAMP — Date added